

DEPARTMENT OF EDUCATION IN NON-FORMAL AND ALTERNATIVE SCHOOLING

PROJECT PROPOSALS
AND
BUDGET ESTIMATES
1999 - 2000
AS
(RECOMMENDED BY DAB)



NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SRI AUROBINDO MARG, NEW DELHI 110016

1998

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 <u>Programme for 1999-2000</u>		
		<u>Title of the Programme</u>
9.	Extension	Annual Conference on Non-Formal Education & Alternative Schooling.
10.	Development	Development of Competency-based pupil evaluation tools, techniques and procedures for learners of NFE Centres of various States.
11.	Research	Status Study of NFE Programme at Upper Primary Stage in India.
12.	Research	Status Study of SCERTs in the field of Non-Formal Education & Alternative Schooling.
13.	Research	A Study of difficulties faced in teaching-learning of Hindi at Primary Level NFE Centres.
14.	Research	Effectiveness of Non-Formal Education Programme (NFE) in Bihar, Haryana, Rajasthan & Uttar Pradesh.
15.	Research, Development & Training	Resource Support to States, Voluntary Agencies and Organisations working for NFE & Alternative Schooling.

16. Training	Resource Development in Voluntary Agencies getting grant from MHRD.	61-63
17. Training	Training of NFE Faculty members of SCERTs/ SRCs and Key Persons in Non-Formal Education & Alternative Schooling.	64-67

SUMMARY STATEMENT OF PROPOSALS AND
BUDGET ESTIMATES 1999-2000

RECOMMENDED BY DAB

No.	Type of the Programme	Title of the Programme	Principal Coordinator/ Investigator	Expected Expenditure
1.	Extension	Annual Conference on Non-Formal Education & Alternative Schooling	Prof. N.K. Ambasht Head.	Rs.3,54,175/-
2.	Development	Development of Competency-based pupil evaluation tools, techniques and procedures for learners of NFE Centres of the various States.	Prof. S. Bhattacharya	Rs.9,08,200/-
3.	Research	Status Study of NFE Programme at Upper Primary Stage in India.	Shri Ishwar Chandra	Rs.2,84,400/-
4.	Research	Status Study of SCERTs in the Field of Non-Formal Education & Alternative Schooling.	Dr. Pushpa Mandal	Rs. 89,400/-
5.	Research	A Study of difficulties faced in teaching-learning of Hindi at Primary level NFE Centres.	Dr. Indu Seth	Rs.2,07,600/-
6.	Research	Effectiveness of Non-Formal Education Programme(NFE) in Bihar, Haryana, Rajasthan & Uttar Pradesh.	Prof. S. Bhattacharya	Rs.2,81,200/-
7.	Research Development & Training	Resource Support to States, Voluntary Agencies and Organisations working for Non-Formal Education & Alternative Schooling.	Head, DENFAS Prof. S. Bhattacharya Dr. Indu Seth Dr. S. R. Arora Sh. Ishwar Chandra Dr. Pushpa Mandal	Rs.3,00,000/-
8.	Training	Resource Development in Voluntary Agencies getting grant from MHRD.	Head, DENFAS Prof. S. Bhattacharya Dr. Indu Seth Dr. S. R. Arora Sh. Ishwar Chandra Dr. Pushpa Mandal	Rs.3,50,000

- B -

9. Training	Training of NFE Faculty members of SCERTs/SRCs and Key Persons in Non-Formal Education and Alternative Schooling.	Head, DENFAS Prof. S. Bhattacharya Dr. Indu Seth Dr. S. R. Arora Sh. Ishwar Chandra Dr. Pushpa Mandal	Rs. 4,50,000/-
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GRAND TOTAL : Rs. 32,24,975/-

Recommendations of the DAB

Name of the Programme

- (a) Annual Conference on Non-Formal Education & Alternative Schooling (b) Extension (c) Prof. N.K. Ambasht (d) Non-Plan (e) Rs.3,54,175/- (f) Recommended.
- (a) Development of Competency-based pupil evaluation tools, techniques and procedures for learners of NFE Centres of the various States (b) Development (c) Prof. S. Bhattacharya (d) Plan (e) Rs.9,08,200/- (f) Recommended with modifications. Modifications incorporated.
- (a) Status Study of NFE Programme at Upper Primary Stage in India (b) Research (c) Shri Ishwar Chandra (d) Plan (e) Rs.2,84,400/- (f) Recommended with modifications. Modifications incorporated.
- (a) Status Study of SCERTs in the field of Non-Formal Education & Alternative Schooling (b) Research (c) Dr. Pushpa Mandal (d) Plan (e) Rs.89,400/- (f) Recommended with modifications. Modifications incorporated.
- (a) A Study of difficulties faced in teaching-learning of Hindi at Primary Level NFE Centres (b) Research (c) Dr. Indu Seth (d) Plan (e) Rs.2,07,600/- (f) Recommended with modifications. Modifications incorporated.
- (a) Effectiveness of Non-Formal Education Programme (NFE) in Bihar, Haryana, Rajasthan & Uttar Pradesh (b) Research (c) Prof. S. Bhattacharya (d) Plan (e) Rs.2,81,200/- (f) Recommended.
- (a) Resource Support to States, Voluntary Agencies and Organisations working for Non-Formal Education & Alternative Schooling (b) Research, Development & Training (c) Head, DENFAS, Prof. S. Bhattacharya, Dr. Indu Seth, Dr. S.R. Arora, Shri Ishwar Chandra, Dr. Pushpa Mandal (d) Plan (e) Rs.3,00,000/- (f) Recommended.
- (a) Resource Development in Voluntary Agencies getting grant from MHRD (b) Training (c) Head, DENFAS, Prof. S. Bhattacharya, Dr. Indu Seth, Dr. S.R. Arora, Shri Ishwar Chandra, Dr. Pushpa Mandal (d) Non-Plan (e) Rs.3,50,000/- (f) Recommended.
- (a) Training of NFE Faculty members of SCERTs/SRCs and Key Persons in Non-Formal Education & Alternative Schooling (b) Training (c) Head, DENFAS, Prof. S. Bhattacharya, Dr. Indu Seth, Dr. S.R. Arora, Shri Ishwar Chandra, Dr. Pushpa Mandal (e) Rs.4,50,000/- (f) Recommended.

No. F.1-3/98-DENFAS/
Department of Education in Non-Formal & Alternative Schooling

1st December, 1998

M I N U T E S

The fourth meeting of the Departmental Advisory Board (DAB) was held on 30th November, 1998 to consider the project proposals for the year 1999-2000. The following members were present:

MEMBERS PRESENT

1. Professor N.K. Ambasht, Head, DENFAS, NCERT.	-	Chairman
2. Prof. P.N. Dave 76, Kshitij Pritam Society No.1 Bharuch-392001 Gujarat.	-	Member
3. Shri Rohit Dhankar Coordinator, Digan tar Ramjanipura P.O. Jagatpur Jaipur-302017.	-	Member
4. Dr. G. Muniratnam Hony. General Secretary Rashtriya Seva Samithi 9, Old Huzur Buildings Tirupati-517801 Andhra Pradesh.	-	Member
5. Prof. Shukla Bhattacharya DENFAS, NCERT	-	Member
6. Prof. Neerja Shukla Head, DEGSN, NCERT	-	Member
7. Dr. R.D. Sharma Reader, DPSEE NCERT	-	Representing Head, DPSEE.
8. Dr. K.M. Gupta Reader, DTEE NCERT	-	Representing Head, DTEE.
9. Ms Kamini Bhattacharya Lecturer, CIET NCERT	-	Representing Joint Director, CIET.

10. Dr. T.N.S. Bhatnagar
Reader, PPMED
NCERT

- Representing Head,
PPMED.

The following members could not attend the meeting:

1. Dr. S.N. Sinha
Director
Social Policy Research Institute
Institutional Area, E-42
Sector 13, Malviya Nagar
Jaipur-302017.
2. Dr. Suman Karandikar
Director, SRC
Indian Institute of Education
J.P. Naik Path
Karve Road, 128/2, Kothrud
Pune-411029.

The following attended the meeting as special invitees:

1. Dr. Indu Seth, Reader - DENFAS
2. Dr. S.R. Arora, Reader - DENFAS
3. Dr. Pushpa Mandal, Lecturer - DENFAS

At the outset the Chairman welcomed the members and apprised the Board about the last year DAB minutes which were circulated. Since no comments were received, it was taken as accepted and the DAB recommendations were forwarded to the Academic Committee after incorporating the modifications suggested by the DAB.

The Chairman also put on record the deepest appreciation of the contribution of Dr. H.L. Sharma who superannuated on 30th June, 1998.

The progress report of the programmes undertaken in 1998-99 was presented as per agenda papers. It was suggested by Prof. P.N. Dave that the progress report may contain (a) the task envisaged during the year, (b) the task completed and (c) the shortfall (if any) with proper justifications, in a

summary form at the end of the progress report.

He also suggested that funds earmarked and the money utilized could also form a part of the progress report. In this regard, however, the problem was that the DAB meets before the end of financial year, so the exact figures of expenditure would not be available. But the point made by Prof. Dave was appreciated and noted for future guidance.

The progress was noted and endorsed by the DAB.

The Chairman read out the thrust area during 1999-2000 as amended:

"The Department will continue to play its role as the centre of excellence in the area of Non-Formal Education and Alternative Schooling as a constituent Department of the National Institute of Education, NCERT. It will also continue to advise and assist the Ministry of Human Resource Development in this particular field.

"While Primary stage would continue to have a fair amount of share of Department's concern, it is slowly and gradually extending to the upper primary stage in view of the coverage being extended to cater to the entire spectrum of Elementary Stage in view of UEE commitments of the Government.

"Under extension programme it is found to be of absolute necessity to orient the State level administrators to the need and effectiveness of NFE & AS. Since most of these administrators are floating, they need to be apprised updated about the scheme. At the same time, the MHRD also needs to interact with their state level counterparts. The need for an Annual Conference is acutely felt. It will also

serve as an occasion for stocktaking of the state run programmes.

The Research and development will continue to be the major activity of the Department. This year we also propose to develop pupil evaluation tools based on the MLLs for specific needs of the NFE clientele in continuous and comprehensive evaluation mode with particular emphasis on diagnostic and remedial approach. "

The Chairman requested the DAB to authorise the Chairman to take up a Pilot Project of training through tele-conferencing mode (as a when the appropriate infrastructure is available in the NCERT during 1999-2000) for the approval of the Chairman of the PAC. The Thrust Area were noted and ratified.

Thereafter the new proposed programmes were taken up for discussion. These were:

1. Annual Conference on NFE and Alternative Schooling. - Recommended
2. Development of Competency-based pupil evaluation tools, techniques and procedures for learners of NFE Centres of the various States. - It was decided that (a) the existing pupil evaluation tools, techniques may be collected and a compendium be compiled as a first phase and (b) the development exercise be undertaken on a pilot basis keeping a particular area/state in view, and tried out to establish its efficacy/validity. The Principal Investigator agreed to revise the proposal accordingly and after Chairman's approval it may be sent to Academic Committee for consideration.

Ongoing programmes

3. Status Study of NFE Programme at Upper Primary Stage in India.	Recommended with the observation that the proposal may be revised so as to reflect only the work proposed to be completed in 1999-2000 with time frame and budget required for the same work and period. It may be sent to Academic Committee after this modification has been approved by the Chairman.
4. Status Study of SCERT in the field of Non-Formal Education & Alternative Schooling.	Recommended
5. A Study of difficulties faced in teaching-learning of Hindi at Primary Level NFE Centres.	
6. Effectiveness of Non-Formal Education Programme (NFE) in Bihar, Haryana, Rajasthan and Uttar Pradesh.	
7. Resource Support to States, Voluntary Agencies and Organisations working for Non-Formal Education & Alternative Schooling.	Recommended
8. Resource Development in Voluntary Agencies getting grant from MHRD.	Recommended
9. Training of NFE Faculty Members of SCERT/ SRCs and Key Person in Non-Formal Education and Alternative Schooling.	Recommended

The meeting ended with a vote of thanks to the Chair.

LIST OF FACULTY MEMBERS

1. DR. N.K. AMBASHT, PROFESSOR &
HEAD OF THE DEPARTMENT
2. DR. (MRS) SHUKLA BHATTACHARYA, PROFESSOR
3. DR. (MS) INDU SETH, READER
4. DR. (MRS) S.R. ARORA, READER
5. SHRI ISHWAR CHANDRA, LECTURER (SELECTION GRADE)
6. DR. (MRS) PUSHPA MANDAL, LECTURER

Progress of the Programme 1998-99

Programme No. 2.01

Title of the Programme : Status Study of NFE Programme at Upper Primary Stage in India.

PAC Code No. : 2.01

Objectives : - To assess the present status of SCERTs with a specific focus on planning and implementation of NFE&AS activities.

- To find out the extent of responsibility and involvement of NFE Unit in operationalising NFE&AS programme at various level.

- To assess the inputs provided by NCERT in building up the capacity of faculty members of NFE Unit of SCERTs.

- To assess the extent of the utilisation of the capacity building inputs provided by National agencies like NCERT, NIEPA and other Institutions in the area of curriculum and materials development, Training and Research activities in the area of NFE&AS.

- To identify the inputs provided by SCERT in capacity building at DRU/DIET level.

- To determine the level of involvement of NFE Unit with Voluntary agencies and other developmental organisation.

- To identify the gap areas where NCERT intervention is needed.

Outcomes : For this two questionnaires were developed for JD NFEs, and President/Secretaries of NGOs. These questionnaires were developed as an in-house activity. They were reviewed and finalised at Department level in a faculty meeting.

- : - Interview schedules for SCDTs were also developed and finalized.
- : - Three questionnaires were drafted to 14 Government Departments and 28 GCs for collection of data.
- : - Repeated reminders were sent to JB, Es and Secretaries of NGOs. It is also to the task of sending filled in questionnaires for collection of data.
- : - The questionnaires were received only from four States out of 14, and 28 VAs. Out of 38 VAs.

Remaining Work

- : - Data collection from 9 VAs & 10 State Govt. is to be done.
- Interview schedules for SCDTs to be undertaken.
- Analysis of data and
- Preparation of report etc. Since the data from 10 States and 9 VAs are yet to come in as the Principal Investigator, Shri Ishwar Chandra will remain on medical leave due to major operation of his eyes, the programme has to be continued in the year 1999-2000.

Progress Report during the period of
1998-1999.

Title : Status Study of SCERTs in the Field of Non-Formal Education and Alternative School.

PAC Code : 2.02

Objectives :

To assess the present status of SCERTs with a specific focus on planning and implementation of NFE&AS activities.

To find out the extent of responsibility and involvement of NFE Unit in operationalising NFE&AS programme at various level.

To assess the inputs provided by NCERT in building up the capacity of faculty members of NFE Unit of SCERTs.

To assess the extent of the utilisation of the capacity building inputs provided by National agencies like NCERT, NIEPA and other Institutions in the area of curriculum and materials development, Training and Research activities in the area of NFE&AS.

To identify the inputs provided by SCERT in capacity building at DRU/DIET level and its impact for effective implementation of NFE&AS programme.

To determine the level of involvement of NFE Unit with voluntary agencies and other developmental organisation.

To identify the gap areas where NCERT intervention is needed.

Methodology :

Collection of SCERTs Annual Reports, records and other relevant documents regarding NFE&AS programme in the State.

Review of the reports and identification of issues concerning implementation of NFE&AS in the State.

Preparation of Tools.

Collection of information from State and UTs.

Visit and Interview of sample SCERTs NFE Unit members.

- Tabulation and analysis of data.
- Report writing.

5. Outcome : Work undertaken during the period under report.

- Collected reports and other relevant materials.
- Developed Tools.
- A review meeting held with NFE Experts.
- Reviewed, modified and finalised tools through working group meeting. Senior functionaries from SCERTs participated.
- After giving final shape to the questionnaire, sent to various SCERTs.

6. Work in hand :

- (a) Collection of data through mailed questionnaire from remaining States.
- (b) Interview of sample SCERTs, NFE Unit members in the basis of profile.
- (c) Processing and interpretation of data.
- (d) Report writing, typing and printing of the final report.

It was approved in the 27th PAC meeting held on 26.3.98. Since most of the States have not yet responded to our questionnaire, the proposed follow up interview could not be undertaken during the period under report.

It is hoped that by March 1999, we should be able to get response to our questionnaires. The follow up interview, data tabulation, processing, interpretation and report writing will have to be carried over to 1999-2000.

Progress of the Programme 1998-99

Programme No. 2.03

Title of the Programme : A study of difficulties faced in teaching-learning of Hindi at primary level NFE centres in NCT of Delhi and Haryana.

PAC Cod No. : 2.03

Objectives of the Study: I) To diagnose the difficulties faced by NFE instructors in teaching (reading) Hindi as a first language.

II) To diagnose the difficulties faced by children of NFE centres in learning (reading) Hindi as a first language.

Methodology : Voluntary agencies running NFE centres in Delhi and Haryana (getting grant from MHRD) have been contacted. Information regarding children and instructors has been obtained viz. number of centres run by them, number of children in each centre, qualifications, age of instructors etc. The Instructional materials used in the centres run by various agencies have been obtained. Test items for children to know the difficulties faced by them in learning (reading) Hindi are being prepared. A questionnaire to know the difficulties faced by instructors in teaching (reading) Hindi as a first language is being developed.

Outcome : Diagnostic tests for children and questionnaire for instructors would shortly be finalised in a workshop

PROGRESS OF THE PROGRAMME OF 1998-99

PROGRAMME NO. 2.04

Title of the Programme : Effectiveness of Non-Formal Education (NFE) in Bihar, Haryana, Rajasthan and Uttar Pradesh.

PAC Code No. : 2.04

Objective of the Study : The objectives of the study were as follows:

1. To assess the roles and functions of the state level agencies involved in planning, monitoring and implementing the non-formal education programmes vis-a-vis their expected role as envisaged, in the "Scheme of Non-Formal Education" of MHRD.
2. To identify the effectiveness of the NFE programmes in terms of:
 - (a) curriculum
 - (b) instructional materials
 - (c) training of functionaries etc.
3. To study in detail the selected NFE Centres in terms of their programmes, including training of instructors; teaching-learning materials used; transaction processes; problem faced in effective implementation etc.
4. To identify the factors that help in good performance or otherwise of the selected NFE Centres.
5. To find out the number of children who complete the primary level of NFE and join the mainstream formal school at the upper primary stage.
6. To assess the level of achievement of children in Mathematics, language and Environmental Studies so as to ascertain the comparability and equivalence of NFE programmes with formal primary level of education.
7. To identify factors/strategies which would help revise/review the present Scheme of Non-Formal Education of Government of India.

Methodology : To achieve the objectives stated above a research design was developed along with the tools and techniques for collecting data. The detailed research design was discussed and finalised in a Working Group Meeting of the Research Advisory Committee. As per the recommendation of the Advisory Committee the tools such as questionnaire and observations schedules were developed for the SCERTs/SRCs; Non-Formal Education(NFE) Project Officers; DRU personnel; NFE Instructors and for the Community Members; competency based Achievement tests in Mathematics, Language and Environmental Studies I & II. These tools were tested and tried out in on a simple basis and a Working Group Meeting for finalisation/refinement of tools and strategies in data-collection etc. will be discussed in a Working Group Meeting Group Meeting to be held from November 2 to 6,1990.

Expected Outcomes : The revised research design and the tools have been fed into computer and are available for use in the study. This activity for the first round for interaction is likely to be completed by end of March, 1999.

Principal Investigator : Dr.(Mrs.) Shukla Bhattacharya
Professor

Progress of the Programme 1998-99

Programme No. 2.05

Title of the Programme : Development of Training Package for DRUs of DIETs and DIUs of voluntary Agencies receiving grants from MHRD the objectives were as follows:

PAC Code No. : 2.05

Objectives :

- 1). To orient the DRU personnel in the mechanics of preparation of textual/instructional materials;
- 2). Strategies for organizing training/orientation programme their monitoring and impact assessment for capacity building of Block and village level NFE functionaries
- 3). Conducting Action Research including surveys and programme evaluation.
- 4). Evaluation of Learner's Achievement and providing diagnostic testing and remedial programmes

Outcome :

It was proposed to bring out a Training manual for DRU personnel. To develop this manual training needs of the DRU faculty members were identified on the basis of the Guidelines for District Institute of Education and Training (DIETs) framed by Ministry of Human Resource Development, Department of Education, Government of India.

These 'Guidelines' have clearly defined the roles and functions of DRUs, corresponding to each of its functions, various activities for accomplishment of each functions were developed.

Thus a process based manual has been developed at Department level as an in-house activity. This manual is to be tried out and finalised during the current year.

PROGRESS REPORT FOR THE YEAR 1998-1999.

1. Title of the programme : Resource Development in Voluntary Agencies getting grant from MHRD
2. PAC Code : 2.06
3. Specific objectives -
 - Providing forum for sharing of experiences amongst NFE functionaries from Governmental and Non-Government Agencies.
 - Identification of Academic and Administrative difficulties in running centrally sponsored NFE Scheme;
 - Training/Orientation of Senior functionaries in all aspects of Alternative Schooling including NFE Scheme;
 - Providing consultancy to States and Voluntary Agencies;
 - Evaluation of the Orientation Programme- Impact assessment.
4. Methodology
State wise and regionwise four training programme will be Organised in each year with the help of Resource Persons oriented by NCERT and officers of Department of Education MHRD Government of India.
5. Out Come : A five days training programme was organised in Bhubneswar for Senior NFE functionaries of Voluntary Agencies from North-Eastern States, namely Assam, Orissa, Manipur, Tripura and West Bengal. About fifty participants attended the training programme.
6. Work in hand : Two more training programmes are to be organised.

PROGRESS OF THE PROGRAMME OF 1998-99

PROGRAMME NO. 2.07

Title of the Programme : Training of Non-Formal Education (NFE) faculty Members of SCERTs/SRCs and State Level Key Persons in Non-Formal and Alternative Schooling.

PAC Code No. : 2.07

Objective : 1. To carryout the status study on the profile of NFE functionaries at the State level.

2. To identify the State level Non-Formal Education (NFE) functionaries to be oriented through mailed questionnaires.

3. To organised training programme of Non-Formal Education (NFE) functionaries on the various aspects of Non-Formal Education (NFE) Programme.

Methodology : The training programme for the NFE functionaries of 7 States namely Bihar, Haryana, Madhya Pradesh Manipur, Rajasthan, Orissa and Uttar Pradesh was conducted in this training programme the main thrust was to apprise the Non-Formal Education (NFE) faculty members of SCERTs/SRCs and state level resource persons on the following aspects:

- Non-Formal Education in the context of IXth Five Year Plan - Role of the States and the implication.
- Development of curriculum preparation of instructional materials - issue in light of IXth Plan.
- Guidelines for Development of MLL Based Teaching-Learning Materials.
- Role of SCERTs/SRCs for capacity building at District, project, village level.

- Devicing strategies for training of NFE functionaries in the light of IX Plan Format of the State Plan.
- Monitoring, Supervision and Programme Evaluation in the context of IX Plan - Strategies role of SCERTs/ SRCs etc. devising the Scheme.
- Pupil Evaluation - competency based comprehensive continuous evaluation tools, techniques and methods of record keeping.

Outcome

1. Individual State Level Plans and training schedule.
2. Report of the training programme.

Progress of the Programme 1998-99

Programme No. 2.08

1. Title of the Programme : Resource Support to States, VAs and Organisations working for Non-Formal Education in Alternative Schooling.
2. Objectives : To organise visits (in the States, inter-states to study the successes in the area of non-formal and alternative schooling).
To commission resources for accelerating the NFE and AS work as per need and demand from organisations.
To provide academic guidance to States and VAs by participation in their programme.
To facilitate the work of JET, PSA and innovative schemes as per the demand of MBRD.
3. Outcomes : The Department extended Resource Support to Voluntary Agencies, viz., Lok Sevayatan, Majhihira National Basic Education Institution, Majhihira, Friends of Tribal Societies, Government of Bihar (State Resource Centre), Government of Rajasthan (Lok Jumbish), Ram Shiksha Simiti, Gwalior, Government of Haryana (SCERT, Gurgaon), Government of Uttar Pradesh, Indian Institute of Education, Pune, Nehru Bal Simiti, Delhi, Government of Delhi, etc. The support of the Department were in areas of material development training evaluation, etc., and making available the expertise of the Department to such agencies who request for it.

BRIEF RESUME OF ACTIVITIES DURING THE
LAST FIVE YEARS

Background

The Department carried out numerous activities to create academic and technical capabilities in the states and amongst the voluntary agencies implementing NFE and AS.

The major areas have been :

1. Non-Formal Education in Indian context.
2. Training activities.
3. Developmental programmes.
4. Research activities.
5. Resource development in states and voluntary organisations.
6. Extension activities.
7. Evaluation.
8. Publications in different languages.

1. Non-Formal Education in Indian context.

The Department gave a conceptual framework to Non-Formal Education in Indian context by specifically relating it to the constitutional objective of achieving Universal Elementary Education. In this process, the NFE in India, delimited itself from the international concepts of NFE as a life long process. This concept found expression in NPE (1986) revised 1992.

All planning etc. rested on this delimited concept and concentrated on UEE as primary goal of NFE.

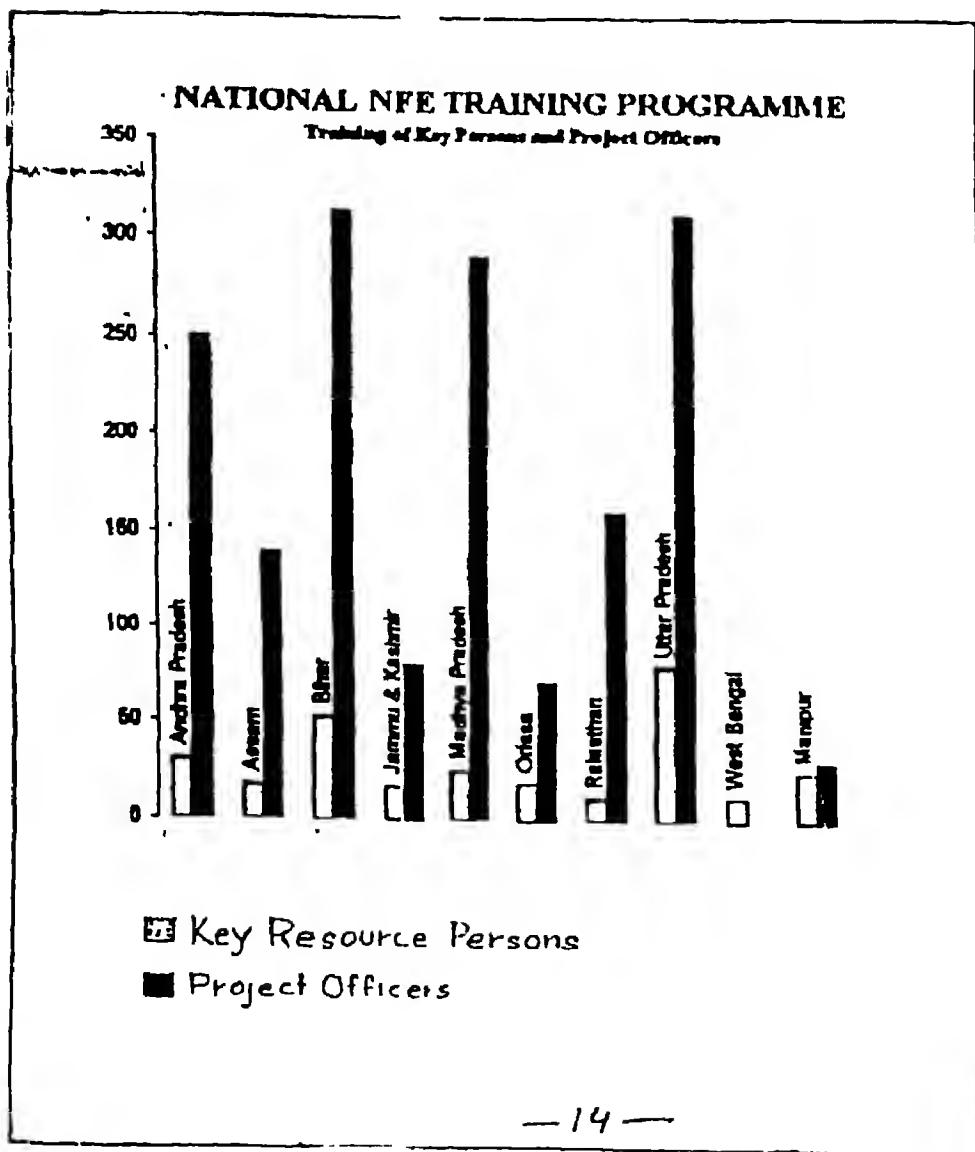
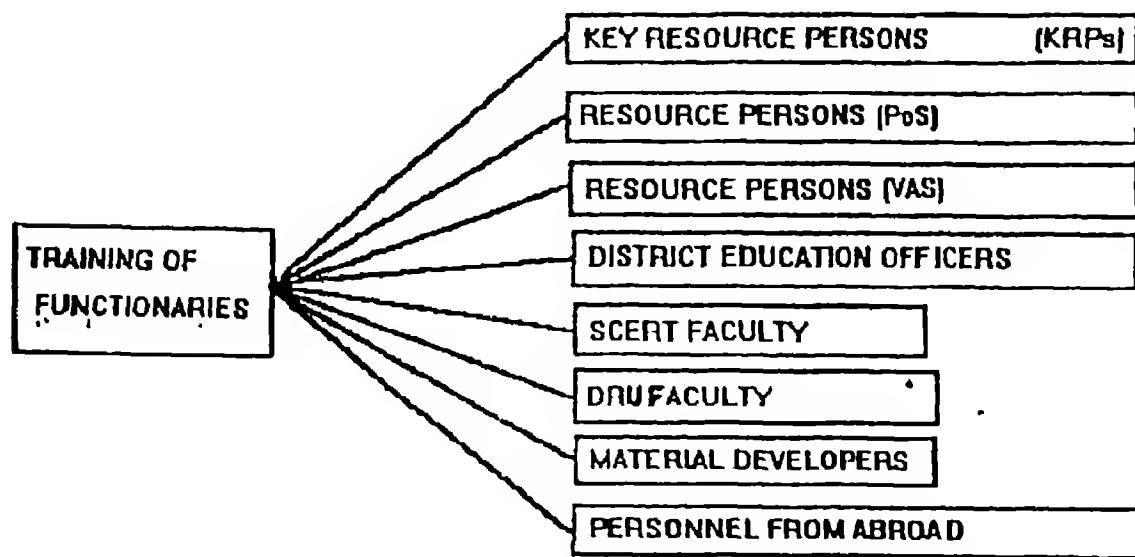
2. Training Activities.

The Department organised training programmes for NFE functionaries at various levels which is given in the following diagrams.

1. Training Programme -

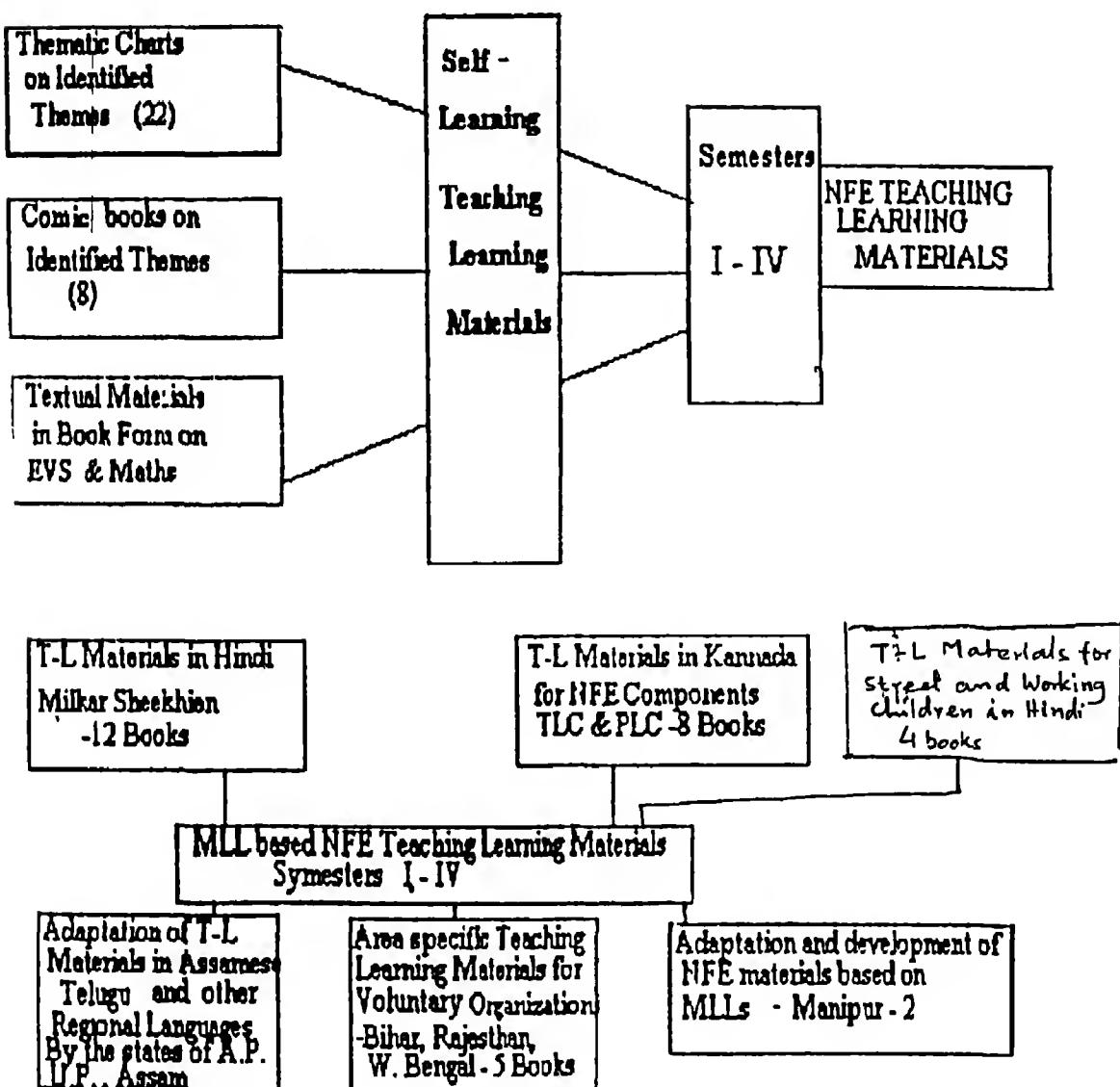
Designing National Training Programme -

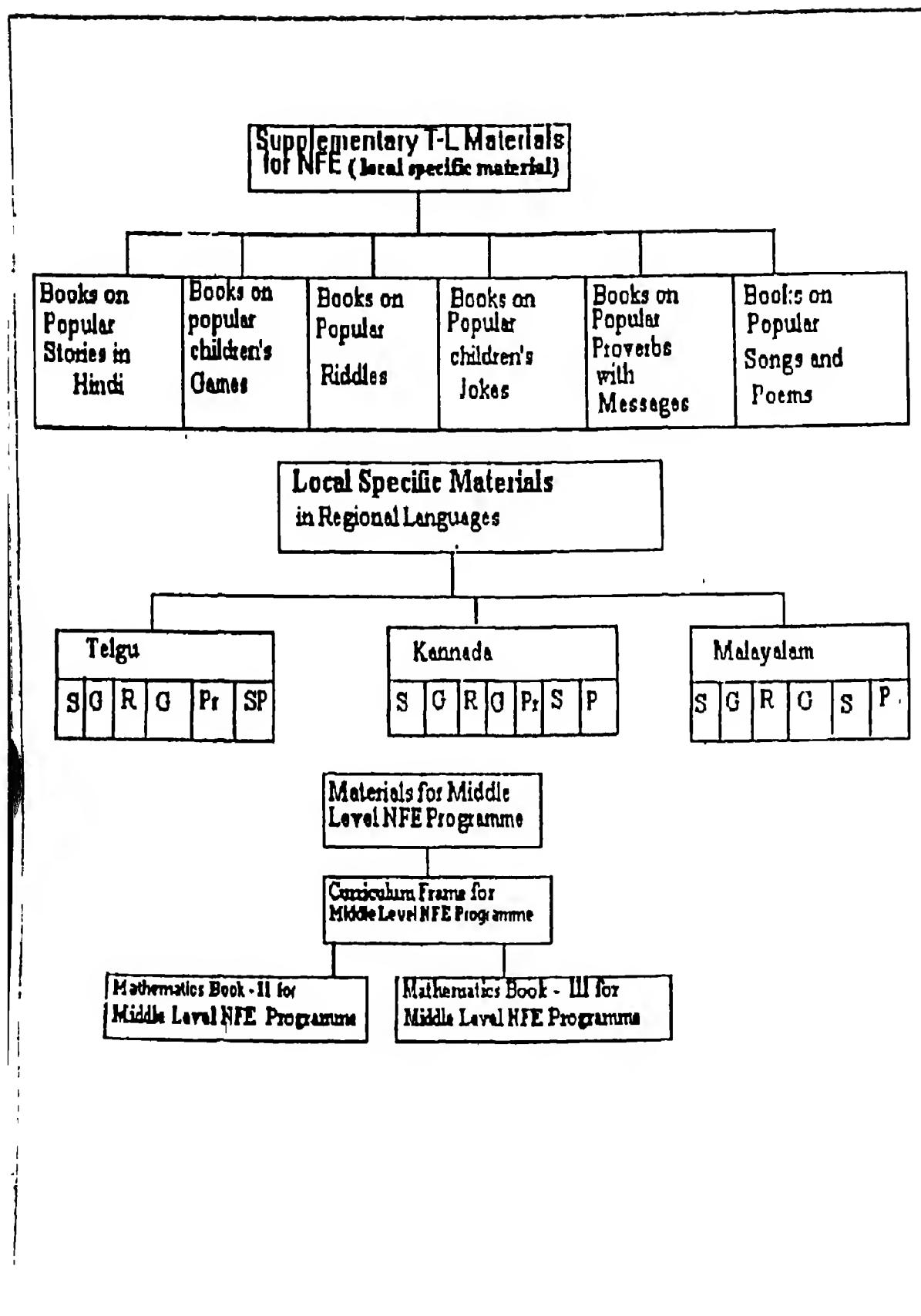
Different categories of functionaries covered under training programmes of the Department -



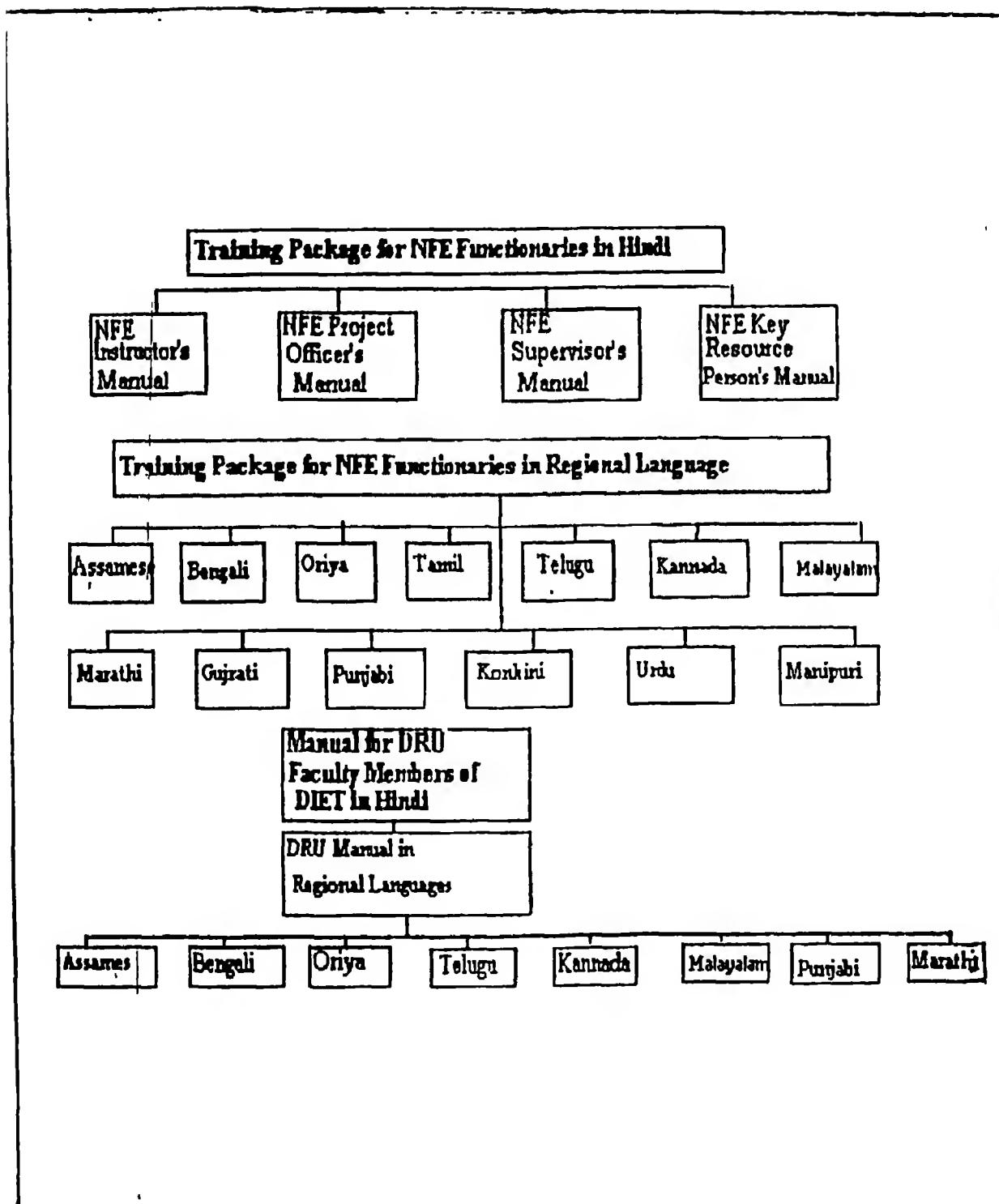
3. Developmental programmes

MLL BASED TEACHING LEARNING MATERIALS IN REGIONAL LANGUAGES.





Certain developmental activities were undertaken specifically for training programmes in a package form as given under:



The Department also developed three films in NFE in collaboration with the Central Institute of Educational Technology (CIET), NCERT, to help NFE functionaries understand the operational modalities of NFE Scheme.

These are :

1. GOPAL PADNE LAGA
2. TEACHING-LEARNING STRATEGIES FOR LANGUAGE LEARNING IN NFE PROGRAMME - HART SHIKHNE LAGA
3. TEACHING-LEARNING STRATEGIES FOR MATHS LEARNING IN NFE PROGRAMME
4. TEACHING-LEARNING STRATEGIES FOR ENVIRONMENTAL STUDIES - (At planning stage)

ACTIVITIES IN LAST FIVE YEARS

From 1993-94 the Department continued its efforts towards material production and the training of NFE functionaries at the State level as well as functionaries connected with the education of SC/ST. In addition to programmes of curriculum, State profiles, supplementary reading materials, eight development oriented research studies were taken up for strengthening the research inputs in NFE programmes.

The Department held planning meetings wherein eight renowned research scholars contributed in the preparation of a background document on the current status of research in NFE. This was followed by holding of a symposium. This helped in the preparation of a perspective plan for the Eighth Five Year Plan in the area of Non-Formal Education and education of SC/ST.

4. Research Activities.

Most of the research activities of the Department emerged on the basis of analysis of field situations. Our entire training, material production activities were based on the felt needs in the field areas. Although research elements were inbuilt in the very process of training and material development it became thrust

area from 1993-94. In 1986-88 a massive study of Evaluation of Academic Aspects of NFE in Nine Educationally Backward States was a landmark study which provided base for development of subsequent programmes.

The following are the list of researches carried out by the Department :

- (a) Study of NFE curriculum and instructional materials and their implications for Instructional Programme.
- (b) Action Research "Adoption of selected NFE Centres".
- (c) State Profiles of Non-Formal Education.
- (d) Study of Programme Designs, Materials and Processes of Education for Working Children in Railway Platform schools of Orissa, Pavement schools in Calcutta and Slum Childrens' Educational Programmes of Prayas, Delhi.
- (e) Study of Educational Programmes for Street and Working Children in four Southern States.

All these were carried out prior of 1992.

During the last five years the following researches have been completed:

- (a) Analysis of Teaching Learning Materials in use in different States and Voluntary Organisations.
- (b) Analytic Study of Teaching Learning Materials in schools/ NFE to find out objectionable material from the point of view of the Scheduled Castes (the work relating to SC/ST was with this Department then).
- (c) Development of tools and techniques for evaluation of NFE children's achievement.
- (d) Impact of Audio-Visual Materials on NFE functionaries - Training film on Language.
- (e) Tracer Study of NFE passed out SC children with emphasis on Girl's Education.
- (f) An evaluative study of Pre Matric Scholarship scheme for SC/ST students.
- (g) Tribal Study in seven DPEP states with a view to finding out attitude of Parents, Teachers, Students and Community members towards primary schooling.
- (h) Review of present intervention: A DPEP Tribal Sub-study.
- (i) Causes of Low Enrolment of SC Girls at Elementary School.

5. Resource Development in States & Voluntary Organisations.

As a National Resource Centre for NFE, the Department mounted a series of programmes and activities at the States and Voluntary Organisation levels. The main focus of these programmes and activities were to generate a sound technical resource base and building up capabilities at the State and Voluntary Organisation levels.

The various strategies evolved for the attainment of these goals were as under :

- a) Developing a specially designed orientation course for training of functionaries from Voluntary Organisations on a regional/State basis;
- b) Holding of residential training programmes in some leading Voluntary Organisations using these as 'live laboratories' for innovation in NFE;
- c) Creating a forum for sharing of experiences among Government and Voluntary Organisation faculty members through organising discussion meetings, involving them in National Level workshops, Annual Conference on NFE and deploying the Resource Team to act as Resource Persons in other State Organisations;
- d) Involving the functionaries from various organisations in planning and developing NFE curriculum and teaching-learning materials in regional languages;
- e) Organising process-based orientation programmes in regional languages using regional language versions of the basic training package;
- f) Involving functionaries in Department's research projects;
- g) Providing special inputs for exchange of expertise between functionaries of State NFE programmes and those engaged in DPEP-NFE intervention activities;
- h) Identifying and forming a core Resource Team at the State level for performing the double responsibilities of training of other functionaries as well as development of MLL based innovative teaching-learning materials.

Field Stations for Generating Experimentation and Innovations in NFE

The Department has designated five leading Voluntary Organisations located in four regions of the country as its Field

DPEP interventions have enhanced the role of NFE for providing alternative educational strategies through NFE programmes. In this context, the department organised, in collaboration with MHRD, a National Workshop on the issues pertaining to Alternative Schooling strategies at the primary level. The deliberations of the National Workshop facilitates in identifying some of the alternative strategies for providing educational facilities to various learner groups.

The National level Conferences and National Workshops have served as useful forums for generating new ideas and critically examining the crucial issues related to education of non-enrolled and drop-out children faced by different States and Union Territories. These also helped the MHRD in reviewing and renewing the NFE Scheme in response to the changing situations.

The Department is currently planning activities for equipping the States and Voluntary Agencies with essential knowledge and skill for their special roles in the context of developing alternative models at the primary stage in the context of preparation for IX Five Year Plan activities.

In the context of IX Five Year Plan, the department will gear all its programmes and activities towards networking of potential Organisations that have wealth of innovative experiences to share with others. It will also evolve newer strategies

Stations. These are being used for experimentation, innovations of methodologies and trying out its evaluation tools and teaching-learning materials.

The Organisations identified are :

- 1) Rayalaseema Seva Samiti (Tirupati, A.P.)
- 2) Samanvya Ashram (Bodhgaya, Bihar)
- 3) Mitranyaketan (Trivandrum, Kerala)
- 4) Loka Shiksha Parishad, R.K. Mission (Narendrapur, W.B.)
- 5) Gandhividya Mandir (Sardar Shahar, Rajasthan)

These organisations have distinguished themselves through their grassroots level innovations.

6. Extension Activities.

Another important area of the Department's activities emerges from its role as a National Resource Centre for NFE. In order to provide a forum for sharing of experiences among States and Voluntary Organisations on crucial issues related to NFE Programme implementation the department holds a National Conference in NFE each year. It is a forum in which the policy makers, and practitioners identify the status of NFE in various States and Voluntary Organisations. The delegates reflect on the newer developments and strategies evolved in different organisations. There are also open dialogues with regard to the gap areas that would need special attention.

Every year some contextual emerging themes are specified for the Annual Conference. The related issues are critically examined. The recommendations provide useful feed-back to the MHRD and Planning Commission which have significant bearing for policy formulation.

for building up capabilities of Organisations for human resource development.

7. Evaluation.

Pupil evaluation is one of the critical areas of concern for the States/UTs. The issue relates to strengthening of evaluation process and strategies for helping the children in the attainment of desirable set of competencies at the completion of Primary Education. In this context the department engaged itself to the task of re-organisation of MLLs in terms of four semesters of NFE. It also developed outlines of a Manual on pupil evaluation strategies, tools and processes. To help the States/Union Territories in this regard, the Department prepared entry level tests and a battery of tests for evaluating the progress of learners at the terminal stage. These tests are based on MLLs and cover all the four semester level programmes.

Evaluation of the working of Voluntary Agencies covered under Centrally Sponsored NFE Scheme.

The Department co-ordinated the activities related to evaluation of programmes and activities of Voluntary Organisations in the task of implementation of centrally sponsored NFE scheme.

8. Publications in Different Languages

Primary Stage

Teaching-Learning Material

		Printed
1	Padho Badho	- do -
2	Ulho Jago	- do -
3	Amar Uma	- do -
4	Nai Roshni (Urdu)	-- do -
5	Nai Kiran (Urdu)	- do -
6	Karobari Hisab (Urdu)	- do -
7	Rehnumai Aastha (Urdu)	- do -
8	Gyan Bali (for Girls)	do -

Note: Separate Teachers' Guides for the above mentioned books were prepared

9	Milkar Seekhein (Language) I,II,III, IV	do -
10	Milkar Seekhein (Environmental Studies) I,II,III, IV	— do -
11	Milkar Seekhein (Mathematics) I,II, III	— do -
12	Teachers' Guide Mathematics	— do -
13	Ham Aur Hamara Parivesh	Under print
14	Dharti Ke Lal	— do -
15	Samajhein Bujhein Rog Bhagain	— do -
16	Kaise Chamke Dant Nuale	do -
17	Ramtu Aur Naibhakshi Bagh	do -
18	Gautam Budh	do -
19	I addoo Raja	do -
20	Vayu	do -
21	Angon Ka Aapsi Talmel	do -
22	Chart Sangraha	Printed
23	Kaam Ki Baatein	do -
24	Aao Khel Khelein	do -
25	Aao Geet Gaain	do -
26	Kahamyon Ki Fulwari	do
27	Chutkulon Ka Pitar	do
28	Anudesh Sandarshika (available in all Regional Languages)	Printed
29	Paryavriksha Sandarshika (Available in all Regional Languages)	— do -
30	Paryojna Adhikari Sandarshika (Available in all Regional Languages)	— do -

Secondary Stage

31	Jeewan Aur Vigyan I, II, III	do -
32	Bhasha Suman Bhag I, II	do -
33	Hamara Bharat	do
34	Hamara Jeewan	do -
35	Viral Gant	do

Reports

Report of the Rational Evaluation of Academic Aspects of Non Formal Education Programme in Andhra Pradesh (Limited circulation) - 100 -

Report of the Rational Evaluation of Academic Aspects of Non Formal Education Programme in Assam - 100 - (Limited circulation)

Report of the Rational Evaluation of Academic Aspects of Non Formal Education Programme in Bihar - 100 - (Limited circulation)

Report of the Rational Evaluation of Academic Aspects of Non Formal Education Programme in Jammu and Kashmir (Limited circulation) - 100 -

Report of the Rational Evaluation of Academic Aspects of Non Formal Education Programme in Orissa - 100 - (Limited circulation)

Report of the Rational Evaluation of Academic Aspects of Non Formal Education Programme in Rajasthan - do - (Limited circulation)

Report of the Rational Evaluation of Academic Aspects of Non Formal Education Programme in Uttar Pradesh (Limited circulation) - 100 -

Report of the Rational Evaluation of Academic Aspects of Non Formal Education Programme in West Bengal - 100 - (Limited circulation)

Report of the Rational Evaluation of Academic Aspects of Non Formal Education Programme in Madhya Pradesh (Limited circulation) - 100 -

Report of Empirical Evaluation of Academic Aspects of Non Formal Education Programme in Andhra Pradesh (Limited Circulation) - 100 -

Report of Empirical Evaluation of Academic Aspects of Non Formal Education Programme in Assam - 100 - (Limited Circulation)

Report of Empirical Evaluation of Academic Aspects of Non Formal Education Programme in Bihar - 100 - (Limited Circulation)

Report of Empirical Evaluation of Academic Aspects of Non Formal Education Programme in Jammu and Kashmir (Limited Circulation) - 100 -

Report of Empirical Evaluation of Academic Aspects of Non Formal Education Programme in Madhya Pradesh (Limited Circulation) - 100 -

Report of Empirical Evaluation of Academic Aspects of Non Formal Education Programme in Orissa - 100 - (Limited Circulation)

Report of Empirical Evaluation of Academic Aspects of Non Formal Education Programme in Rajasthan (Limited Circulation)	100.00
Report of Empirical Evaluation of Academic Aspects of Non Formal Education Programme in Uttar Pradesh (Limited Circulation)	100
Report of Empirical Evaluation of Academic Aspects of Non Formal Education Programme in West Bengal (Limited Circulation)	100
Reports of the Evaluation of Academic Aspects of Non Formal Education in India (Limited Circulation)	100
Reports on National Seminar on Non-Formal Education and Alternative schooling (do)	100
Capacity Building for Non-formal Education 1988-96: Report (do)	100

BRIEF REVIEW OF ACTIVITIES DURING 1998-99

The Department continued to discharge its function of advising and supporting the Ministry of HRD in the area of Non Formal and Alternative Schooling. It acted as a nodal centre for development of the IX Plan document, the EFC note for the revision of the NFE Scheme, advising the Grants in Aid Committee for regular NFE Scheme and also for the innovative scheme. The Department as usual continued to extend support in evaluating the NFE proposals submitted to the Ministry.

The Department has been concentrating in the area of primary education though it started making forays in the Upper primary sectors by developing guidelines on methodology of material production at that stage, organization of training of Upper Primary Level Instructors. It is a timely intervention in the light of the ensuing IX Five Year Plan initiatives to extend NFE to Upper Primary stage, particularly through the Voluntary sector. These Guidelines will come in handy at the start of this initiative.

The Department undertook a study of the status of NFE at the Upper primary stage in India in order to have a scientific bench mark data which will be highly useful for later evaluation of the impact of the scheme at that particular stage.

Another study undertaken in the year under report is on effectiveness of NFE in Bihar, Haryana, Rajasthan and U P which is expected to throw light on the causes of its successes and shortcomings so that programme modification may be undertaken.

District Resource Units, whether with the DIETs or with the NGOs are an important link in the chain of NFE Programme in the Country. As the saying goes, the strength of the chain lies in its links. They need special input in terms of strengthening of their capacities. The Department, therefore, is developing a Training package for them in order to provide a basic literature for their use while at work.

As of now there are about 900 Voluntary Agencies which are receiving grants from the MHRD in the area of NFE. These agencies have felt the need of academic support. The Department has continued this programme of resource support to the VAs.

The State Governments have been provided academic establishments, particularly, in the SCERTs. Unfortunately this sector has not received enough attention in terms of continuity of the faculty and therefore there is a felt need of training and retraining, orientation and reorientatation. The Department has played its role as a national level apex organization and has continued its programme of building capacities of such functionaries in the States SCERTs and SRCs.

THRUST AREA DURING 1999-2000

The Department will continue to play its role as the centre of excellence in the area of Non Formal Education and Alternative Schooling as a constituent Department of the National Institute of Education, NCERT It will also continue to advise and assist the Ministry of HRD in this particular field

While Primary stage would continue to have a fair amount of share of Departments concern, it is slowly and gradually extending to the upper primary stage in view of the coverage being extended to cater to the entire spectrum of Elementary Stage in view of UEE commitments of the Government

Vast coverage of end functionaries have, so far, necessitated three tier cascadal model of training In this process, we have experienced a great loss of training at every stage of the tier. Therefore the use of teleconferencing mode is proposed to be tried out in the coming year and its effectiveness would be assessed for extension to other areas.

Under extension programme it is found to be of absolute necessity to orient the state level administrators to the need and effectiveness of NFE &AS Since most of these administrators are floating they need to be apprised and updated about the scheme At the same time, the MHRD also needs to interact with their state level counterparts. The need for an annual conference is acutely felt It will also serve as an occasion for stock taking of the state run programmes

The Research and development will continue to be the major activity of the Dept This year we also propose to develop pupil evaluation tools based on the MLLs for specific needs of the NFE clientele in continuous and comprehensive evaluation mode with particular emphasis on diagnostic and remedial approach

Programme No. 1

1. Name of the NCERT Constituent : Department of Education in Non-Formal and Alternative Schooling.
2. Type of the programme Research/ : Extension Development/Training/Survey/ Evaluation/Extension any other (Please specify)
3. Title of the Programme : Annual Conference on Non-Formal Education and Alternative Schooling.
4. Duration of the Programme : One Year
 - 4.1 Likely date/month of commencement : April, 1999
 - 4.2 Target date/month of completion : March, 2000
5. Need and Justification :

Under extension programme it is found to be of absolute necessity to orient the state level administrators to the need and effectiveness of NFE & Ab. Since most of these administrators are floating they need to be apprised and updated about the scheme. At the same time, the MHRD also needs to interact with their state level counterparts. The need for an annual conference is acutely felt. It will also serve as an occasion for stock taking of the state run programmes.

6. Details of the Programme :

6.1 Specific Objectives

6.1.1 Exchange of experiences between States and Centre

6.1.2 Development of strategies for effective implementation of NFE Alternative Schooling Programmes in all the states and providing opportunities for programme modification.

6.1.3 Create awareness about major contemporary issues and problems of NFE as a strategy for UEE.

6.2 Methodology :

This conference would provide avenues for wider interaction between NCEdT, MHRD, Planning Commission and the states. Senior officials associated with NFE programme from states, MHRD, Planning Commission and some eminent NGOs will be invited to participate in the conference.

7. Stage of Education to which the Programme is meant : Out-of-school children

Pre-Primary/Primary/Middle/
Secondary/Senior Secondary/
out of school, any other
(please specify).

8. Beneficiaries

Students/Teachers/Teacher Educators/Principals/
Educational Planners and
Administrators, Any other
(Please Specify) : (1) Educational Planners
(2) Agencies responsible
for implementation
of the NFE & AS
Programme.

9. Collaborating Agencies, if any :

(a) Outside Agency Nil
(b) NCEdT Constituents

<u>Name of Agency</u>	<u>Nature of Collaboration</u>
MHRD	Issues to be discussed

10. Phasing of the programme with precise information on Activities in each quarter involving expenditure or otherwise. (The phasing should interalia clearly indicate the methodology to be followed)

S.No.	Activities proposed to be organised	Duration From	To	Estimated Expenditure	Remarks if any
1.	2.	3.	4.	5.	6.
1.	Correspondance with the States		April to July'99		
2.	Preparation of status paper on NFE & AS		August to Nov'99		
3.	Identification of the issues at various levels of NFE & AS	December' 1999	January' 2000		
4.	Annual conference on NFE & AS	February' 2000		Rs. 3,54,175/-	
5.	Writing of the report	March' 2000			

Total Estimated Expenditure Rs. 3,54,175/-

11. Details of each Budget Activity under Item No. 1 (In the following format)

11.1 Activity No. : 4
Title : Annual conference on M&E
Proposed Duration : In February 2000 for three days.

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.
1.	TA 40x8000 including Air Travel to eligible participants	3,20,000	
2.	DA 40x105x3	12,600	
3.	Local 5x105x3 Conveyance	1,575	
4.	Writing of the Report Xeroxing, binding	10,000	
5.	Printing of cover page Contingency	10,000	
		3,54,175	

11.2 Activity No. :

Title :
Proposed Duration : From To

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	2.	3.	4.

12. Expected publication or any other outcome Report and recommendations.

13. Plans for utilisation and dissemination of the end product(s).

Recommendations and suggestions to be used by NCERT and MHRD for improvement in the scheme and effective implementation of the NFE scheme.

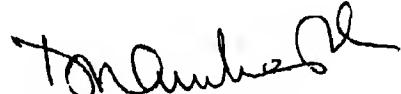
14. Personnel involved :

14.1 Name and designation : Dr. N.K. Ambasht, Head
of the programme
Coordinator(s) Sh. Ishwar Chandra,
Lecturer S. Gr.

14.2 Name(s) and designation(s) of other faculty member(s) involved. : Dr. S. Bhattacharya, Prof.
Dr. Indu Seth, (Reader)
Dr. S.R. Arora, (Reader)
Dr. Pushpa Mandal,
Lecturer.


Signature of the
Head of the Department

Date : 18.11.98


Signature of the
Programme Coordinator

Date : 18.11.98

Annexure-II
programme No. 2

(MODIFIED AS PER DAB OBSERVATION)

National Council of Educational Research and Training

Proforma for programme proposals for 1999-2000

1. Name of the NCERT Constituent :
2. Type of the Programme (Please tick):
 - Research
 - Development
 - Training
 - Extension
 - Any other based
3. Title of the Programme :
(If the Programme is ongoing/carried over, mention the PAC Code No. of 1998-99 also).
 - Development of pupil-comparison evaluation tools, techniques and procedures for learners of NFE Centres of the various States. A pilot study -
4. Duration of the Programme : (Months) -
 - 4.1 Likely date/month of commencement: April, 1999
 - 4.2 Target date/month of completion : March, 2001
5. (a) Need and justification : Non-Formal Education is an alternative approach to achievement of UEE implies acquisition education of comparable quality. Hence a need to develop evaluation tools based on attainment of MLLs. Nature of NFE requires multiple entry points and scope for diagnosing learning difficulties. Pupil evaluation strategies should therefore have diagnostic & remedial approach. For this purpose it is necessary to have field-based data on current practices of pupil evalution.

(b) In case the programme is ongoing/carried over, please state briefly the progress achieved and the work likely to be completed by the end of the current financial year (attach additional sheets if required).New
Programme
N.A.
6. Details of the Programmes
 - 6.1 Specific Objectives :
 - (a) To collect and collate data on strategies, tools, techniques and procedures adopted by different states for evaluating NFE learners.
 - (b) To analyse the data on evaluation strategies used for NFE learners keeping in view the parity, equivalence with formal system.
 - (c) To prepare a compendium based on the data so as to arrive at scheme for evaluation of pupil achievement in NFE.

6.1 (d) To develop a scheme of pupil evaluation - including tools, technique, procedures suitable for NFE learners.

(e) To develop competency-based achievement tests in Language, Maths, Environmental Studies as exemplar.

{ (d) & (e) for second phase - (April, 2000 - March, 2002) }

6.2 Methodology :

The programme will be conducted in two phases. In the first phase March 1999- March 2001, field based data on all aspects of evaluation of NFE learners currently in use in different states will be collected. The data will be collated and analysed for finding out the current status of pupil evaluation in NFE including scheme of continuous comprehensive Evaluation keeping attainment of MLLs in focus as pilot study. A compendium of current practices will be April, 2001 - March, 2002.

In prepared the second phase, based on the pilot study in the first phase, competency based pupil evaluation tools techniques and procedure will be developed and same will be tried out & tested on a sample population of NFE learners.

7. (a) Stage of Education to which the Programme is meant (Please tick) : - Pre-Primary - Secondary
 Primary ✓
 Middle - Sr Secondary

Any other (Please specify) .

(b) If programme is meant for a group with special needs, (Please tick) - Schedule castes-Girl-child
 Schedule tribes-Out-of School child
 Minorities
 Disabled

8. Beneficiaries (please tick) - Students -Educational ✓
 Planners
 Teachers -Educational ✓
 Administrators
 Teacher Educators ✓

Any other (Please specify)

9. Collaborating Agencies (if any) : <u>Name of Agency</u> <u>Nature of Collaboration</u>	
(a) Outside-Agency	NPS Faculty etc.
(b) NCERT Constituents	SCERTs/SRCs/ DRU, etc.

10. Phasing of the Programme with precise information on Activities (including in-house-activities) involving expenditure or otherwise. (The phasing should interalia clearly indicate the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates		Estimated Expenditure
		From	To	
1	2	3	4	5

First Phase - April, 1999 - March, 2000

1.	Collection of data on current practices of pupil achievement in States in NFE Centres (GO and NGO)	April to December 99	Rs. 2,11,200/-
	Salary of 4 JPFs		
	TA/DA for field visit	July 99 - October 99	Rs. 60,000/-
2.	Analysis and consolidation of data	Nov 99 - Feb 2000	- In house
3.	Preparation of a compendium on current status	Feb 2000 - Mar. 2000	- In house
4.	Final report		Rs. 5,000/-
		Total Phase I	Rs. 2,76,200/-

Phase II - April, 2000 - March, 2002

1.	Working Group Meeting for analysis of curriculum and MLLs for vertical and horizontal clubbing unit-wise, subject-wise for primary level developing a scheme of pupil evaluation.	April- June, 2000	Rs. 66,000/- per meeting
		July-Sept., 2000	Rs. 1,32,000/- (two meetings)
2.	Working Group Meeting for development of content free competency-based test items in different curriculum areas, e.g. Language Mathematics, Environmental studies I-III.	Oct. - Dec 2000	Rs. 66,000/-
		Jan. - Mar. 2001	Rs. 1,32,000/- (Two meetings)
3.	Salary of 4 JPFs (Rs. 4400x 12) for each year.		Rs. 2,11,200/-
4.	Printing of Test items		Rs. 25,000/-
		Total of Phase II	Rs. 6,32,000/-

Total Estimated Expenditure - Phase I + II - Rs. 9,08,200/-

11. Details of each Budget Activity under Item No. 10
(in the following format)

11.1 Activity No. : One + 2

Title : Working Group Meetings for analysis of
Proposed Dates : From To Curriculum & MLLs
(Phase II,

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	2	3	4

1. T.A. to 15 participants, Rs. 37,500/-
D.A. to 15 participants for 8 days Rs. 12,600/-
(105 x 15 x 8)
2. Honorarium to 15 participants and Honorary Director Rs. 12,800/-
3. Contingency Rs. 3,100/-

Total Rs. 66,000 x 2 = 1,32,000/-

11.2 Activity No. : 3 & 4

Title : Development of content free competency-based
Proposed Dates : From To
Oct. March

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	2	3	4

1. T.A. to 15 participants. Rs. 66,000/-
(Details as above) 1,32,000
2 Programme

Total Phase I & II = Rs. 9,08,200/-

Total of 11.1 and 11.2

12. Expected end-product / outcome and Publication etc.

- 1) Compendium on Scheme of Pupil evaluation.
- 2) Detailed scheme of pupil evaluation.
- 3) A set of competency-based test items in Language, Maths & Environmental Studies.

13. Plans for utilisation and dissemination of the end product(s)

The materials will be used by SCERTs/SRCs and DRUs

14. Personnel involved

14.1 Name and designation of the Programme Coordinator Dr. (Mrs.) Shukla Bhattacharya, Professor

14.2 Name(s) and designation of other faculty member(s) involved


Signature of the
Head of the Department
22/12/1998


Signature of the
Programme Coordinator

Date:- 22 December, 1998

Date:- 22 December 1998

modified a, per DAR observation
Ishwar Chandra
22-12-98

Programme No. 3

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Department of Education in Non-Formal and Alternative Schooling

PROFORMA FOR FORMULATION AND SUBMISSION

OF THE RESEARCH PROPOSAL

Title of the Study : Status Study of NFE Programme at Upper Primary Stage in India

Name of the Principal Investigator : Sh. Ishwar Chandra

Name of the Institution with address : DNFAS
NCERI Campus
Sri Aurobindo Marg
New Delhi 110 016

Collaborating Institution, if any : None

Co-Investigator, if any : Dr.(Mrs.) S.R. Arora,
(Name, Designation and Reader, DNFAS
Address) NCERI, New Delhi-110016

Area of priority to which the study relates : Universalization of Elementary Education

Statement of the Problem :

To achieve the goal of Universalization of Elementary Education (UEE), the Govt. of India has set 2005 as the target year. A number of schemes at Govt. and Voluntary Levels are in vogue to achieve the desired goal. Channels of both kinds of education - formal and non-formal are being strengthened. Elementary Education includes school education at both primary and upper primary stages, i.e. the education of children of the age group 6-14.

The NFE scheme of the Govt. of India which was launched as early as 1978 was supposed to cover education at both primary and upper primary stages. Out of every 100 NFE Centres, 90 were supposed to be for primary stage and 10 for upper primary stage. However, whereas almost all states/UTs have implemented NFE scheme at primary

stage, a large number of them could not undertake it for upper primary stage. Even among those, who undertook it for upper primary stage, variations exist in implementation. The DENFAS is interested in knowing why these states could not implement the scheme at this stage so that remedial measures could be suggested for MHRD as well as implementing states/UTs.

Objectives of the Study :

- (1) To find out the position of NFE at upper primary stage in different states/UTs of India.
- (2) To find out the reasons, if any, of non-implementation of NFE scheme at upper primary stage in respect of various states/UTs.
- (3) To suggest remedial measures so that the scheme is implemented in all states/UTs at full scale.

Overview of Related Research Literature :

So far, no such study has been undertaken for the status of NFE programme at upper primary stage in the states. However, reports of various programmes undertaken by DENFAS demonstrate non-implementation of NFE scheme by a large number of states at upper primary stage. The quarterly progress reports received from various NGO's also reveal that NFE at upper primary level is at a discount. A decade ago, some NFE upper primary centres were evaluated by NCERT under its "Evaluative study of Academic Aspects of NFE in Nine Educationally Backward States" wherein the programme at this stage was found to be very sporadic and relatively insignificant.

Conceptual Framework, if any :

By NFE at Upper Primary stage we mean NFE equivalent to classes VI-VIII of Formal schooling or V-VII in some states. All states/UTs including Non-Governmental organisations (NGOs), where centrally sponsor NFE scheme with regard to UEE for the age-group 6-14 of children is in vogue, will form the sample of the study. To achieve the goal of UEE means imparting school education of equivalent standard to all children of the age-group 6-14. Since most of the states have implemented NFE scheme of the Govt. of India at primary stage, i.e. for the age-group 6-10, the study will confine to its implementation at upper primary stage i.e., for the age-group 11-14 of the children.

Research Questions/Hypotheses :

The study will try to answer in depth the following questions :

- (1) Has the state implemented NFE scheme of the Government at upper primary stage ?
- (2) What are the reasons, if any, of non-implementation of NFE scheme at upper primary stage ?
- (3) What is the spread and extent of the NFE programme at upper primary stage in the state ?
- (4) What instructional materials and training packages have been developed for NFE at upper Primary Stage ?
- (5) What are the preparations undertaken by the States/NGO's to implement the NFE Programme ?

- (6) What is the success rate of NFE children at upper primary stage in terms of learner's achievement ?
- (7) What measures are needed to be taken for the implementation of NFE scheme of the Govt. of India at upper primary stage in the states at full scale ?

12. Educational Implications :

- (1) It will help in achieving the goal of universalization of elementary education (UOE) by the Govt. of India.
- (2) It will benefit all NFE functionaries in states/UTs and ultimately the children in the age group 11-14.
- (3) The study entitled "Position of NFE at Upper Primary Stage in India" will be available in published form.

13. Design of the Study :

- (1) All states/NGO's will be covered.
- (2) A sample of 1% at most of state run upper primary centres and NGOs would be selected for Field Study.
- (3) A Questionnaire and an interview-schedule for obtaining relevant information will be developed in DENFAS as inhouse activity.
- (4) The Questionnaire and the interview-schedule will be reviewed and finalised by means of a working group involving mainly respondents.
- (5) The copies of the questionnaire will be mailed to different states/UTs and Voluntary Agencies (VAs) for getting responses.
- (6) Data Collection in the form of filled-in questionnaires will be done by (i) post (ii) personal visits by the project team including a Junior Project Fellow to be recruited, in case of failure of (i). Wherever needed, interview - schedules will be used by the project team.
- (7) Data will be analysed by the project team by means of simple classification, tabulation, etc.
- (8) The report of the analysis will be discussed in a Workshop consisting of various important functionaries of Elementary Education to suggest the desired remedial measures.
- (9) Final report will be written by the Principal Investigator with the assistance of co-investigator.

14. Data Collection :

- (1) Copies of questionnaire will be sent to Incharges NFE (JDs NFE, etc.) of various states/UTs and presidents/secretaries of Voluntary Agencies by post for getting their responses i.e. for getting filled-in copies of the questionnaire.

(2) In case, filled-in copies of questionnaire are not received by post, project-team will collect them by personal visits.

(3) Copies of interview-schedule will also be used by the project team in certain cases for cross-checking the data.

Tools : (1) Questionnaire (2) Interview-schedule

Techniques : (i) By post (ii) By personal visits

15. Data Processing :

Data will be analysed by means of simple classification, tabulation, etc.

16. Time Budgeting :

	<u>Activities</u>	<u>Duration</u>	
		<u>From</u>	<u>To</u>
16.1	Selection of J.P.F. (One).	April 1999	
16.2	Follow-up action by the project team with states/UTs for getting collection of data	May 1999	July 1999
16.3	Analysis of data	Aug. 1999	Nov. 1999
16.4	Preparation of the report of analysis	Dec. 99 to Jan. 2000	
16.5	Workshop consisting of various functionaries of NFE and others for suggesting remedial measures	Feb., 2000	
16.6	Preparation of the Report and sending it for publication	March, 2000	

17. Organizational Framework :

	<u>Position</u>	<u>Number</u>	<u>Task</u>
Principal Investigator	one		All activities listed in Item No. 16 above
Co-investigator	one		-do-
J.P.F.	one		Assistance mainly in collection and analysis of data.

18. Cost Estimation :

<u>Item</u>	<u>Estimated Expenditure</u>
1). Workshop consisting of various functionaires of NEE and others for suggesting remedial measures	Rs. 67,000/-
2). TA/DA of Principal Investigator and Co-investigator	Rs. 1,19,600/-
3). Salary of Project Fellow (12 x Rs.4400)	Rs. 52,800/-
4). TA/DA of Project Fellow	Rs. 10,000/-
5). Printing cost of Research Study	Rs. 35,000/-
<u>Grand Total</u> <u>Rs.2,84,400/-</u>	

Details of Budget Activities 18 (1) and 18 (2)

Activity Number : 18 (1)

Title : Workshop for Suggesting Remedial Measures

Proposed duration : February, 2000 (5 days)

<u>S.No.</u>	<u>Item of Expenditure</u>	<u>Estimated Expenditure</u>
1.	TA/Inc. to 16 participants (16 x Rs.3,000/-)	Rs.48,000/-
2.	DA to 16 participants for 5 days (16 x 5 x Rs.105)	Rs. 8,400/-
3.	Hon. to 17 persons for 5 days (including Hon. Director) (17 x 5 x Rs.105/-)	Rs. 8,500/-
4.	Contingency	Rs. 2,000/-
<u>Total</u>		<u>Rs.67,000/-</u>

T. Anubha
Signature of the
Head of the Department
81/1/98

L. S. Arora
Signature of the
Programme Coordinator

Programme No. 4

1. Title of the Study : Status Study of SCERTs in the field of NFE & AS.
2. Name of the Principal : Dr. Pushpa Mandal, Lecturer Investigator .
3. Area of concern in : NFE & AS/Elementary Education/ which the project Out of School Children, falls.
4. Statement of the Problems : SCERTs/SRCs are the nodal agencies at the State level which are responsible for providing academic and technical support to NFE & AS functionaries at different levels of Elementary Education. The emerging development in the Primary Education during 1990's. Special emphasis was laid on SCERTs/SIEs and State Resource Centres for providing leadership in strengthening State NFE programmes. In view of this, a NFE Unit was created in each SCERTs/SRC for nurturing State NFE project implementation strategies.

The NFE Unit is one of the important parts of SCERT in the Planning and implementation of programmes for out-of-school and non-enrolled children. The faculty members are directly responsible for planning non-formal/alternative schooling programmes, development of curriculum and instructional materials, equipping the people in evolving effective monitoring system.

With a view to build up capabilities of NFE Units of SCERTs, the department mounted in 1991-92 a specially designed orientation programme for the SCERTs faculty members. They were imparted necessary skills for effectively performing their roles in the context of creating a data base at the State level, planning training programme, guiding in curriculum and material development activities and evolving effective monitoring strategies.

With the launching of DPEP microplanning approach based programmes the SCERTs are now poised to tackle the issues of convergence among State run NFE programme and the NFE programmes organised in DPEP districts of the State.

It is long time since then. A study needs to be undertaken to assess the inputs of SCERTs to various field of NFE & AS for its effective functioning at the State level.

Keeping this in view, the present status study of SCERTs is being proposed.

5. Objectives of the Study :

- To assess the present status of SCERTs with a specific focus on planning and implementation of NFE&AS activities.
- To find out the extent of responsibility and involvement of NFE Unit in operationalising NFE&AS programme at various level.
- To assess the inputs provided by NCERT in building up the capacity of faculty members of NFE Unit of SCERTs.
- To assess the extent of the utilization of the capacity building inputs provided by National agencies like NCERT, NIEPA and other Institutions in the area of curriculum and materials development, Training and Research activities in the area of NFE & AS.
- To identify the inputs provided by SCERT in capacity building at DRU/DIET level.
- To determine the level of involvement of NFE Unit with Voluntary agencies and other developmental organisation.
- To identify the gap areas where NCERT intervention is needed.

6. Overviews of earlier study : So far no study has been undertaken by any agency. Although partial reference have been made to the work of the SCERTs in the NCERT study "An Evaluation of the NFE programme in nine backward States" in 1986-88. After that the NFE 1986 revised 1992 has come in force. The present study is likely to fill a major gap in the area of constitution of SCERTs in the area of UEE in general and NFE & AS in particular.

7. Conceptual Framework : NFE & AS is the alternative mode of achieving the goal of UEE. There are various programmes and approaches available in the country to achieve this goal. Govt. of India runs a NFE Scheme for which it has developed certain parameters. The States are providing assistance to the centre project basis. This is referred to as NFE scheme. The deviation from this scheme, although aiming at the same goal, are many fold, some are essential under the Innovative and Experimental programme in Elementary Education. Many more projects have evolved like, Apna Vidyalaya, Apna Angan Apna School, Shiksha Karmi, Prahar Pathshala, Earn while you learn etc., which are all covered under the broad concept of Alternative Schooling.

8. Research Questions/Hypothesis :

- a. What is the role of SCERTs in planning and implementation of NFE & AS activities?
- b. To what extent the NFE unit is involve and responsible in operationalising NFE & AS programme at various level?
- c. What are the various inputs provided by NCERT in building up the capacity of faculty members of NFE unit of SCERTs?

- d. To what extent the capacity building inputs provided by National agencies like NCERT, NIEPA and other Institutions are being utilised in the area of curriculum and material development, training and Research activities in the area of NFE & AS?
- e. What is role of SCERTs in capacity building at DRU/ DIET level?
- f. In what other way NFE unit is involve with voluntary agencies and other developmental organisation?
- g. What are the gap areas where NCERT intervention is needed in implementing NFE programme more meaningfully?
- 9. Educational Implications : This study has educational planning implications for developing, designing and implementing the NFE and AS at the State level which are the agencies for implementation.

10. Design of the Study

- All the States running NFE and AS programme will be covered in this study.
- The State agencies of SCERT/SRCs/SIEs would be covered.

The Methodology would consist of :

- Collection of SCERTs Annual Reports, records and other relevant documents regarding NFE & AS programme in the State.
- Review of the reports and identification of issues concerning implementation of NFE & AS in the State.
- Preparation of Tools.
- Collection of information from States and UTs.
- Visit and Interview of sample SCERTs NFE unit members.
- Tabulation and Analysis of data.
- Report writing.

11. Organisational Framework : The principal Investigator will be overall incharge of the project. All the activities will be conducted within the department with the collaboration of the different State Govt. Field visiting to some sample SCERTs will be made to validate the data received through questionnaire.

During the year 1998-99 collection of SCERTs report has been completed; review of the reports and identification of issues have also been done; preparation of tools completed; questionnaire has already been mailed to the states.

The organisation of the Research activities will be phased as follows :-

- Collection of data.
- Interview of sample SCERT's NFE unit members on the basis of profiles.
- Analysis of data (Two five day workshop for analysis of data in Hindi and non Hindi speaking States.
- Processing and interpretation of data.
- Preparation of draft report.
- Finalisation and Dissemination of report.

12. Time budgeting

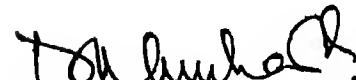
S.No.	Activities proposed to be organised	Proposed date	
		From	To
1.	Collection of data	April	- May 1999
2.	Interview of sample SCERT's NFE Unit members on the basis of profiles.	June,	1999
3.	Analysis of data (Two five day workshop for analysis of data in Hindi and non Hindi speaking States)	July - Aug	1999
4.	Processing and interpretation of data	Sept - Oct	1999
5.	Preparation of draft report	Nov - Dec	1999
6.	Finalisation of report	Jan - Feb	2000

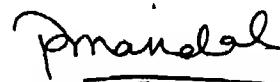
13. Cost Estimation

S.No.	Activities proposed to be organised	Proposed dates		Estimated expenditure
		From	To	
1.	Collection of data through questionnaire.	April-May,	1999	In house
2.	Interview of sample SCERT's NFE Unit member on the basis of profiles.	June, 1999		Rs. 10,000/-
3.	Analysis of data (Two five day workshop for analysis of data in Hindi and non Hindi speaking States).	July- Aug 1999		Rs. 15,000/- (For 2 workshop Rs. 15,000x2) = Rs. 30,000/-
4.	Processing and interpretation of data	Sept- Oct 1999		

Cost Estimation contd..

S.No.	Activities proposed to be organised	Proposed dates	Estimated expenditure
		From	To
5.	Preparation of draft report	Nov	- Dec 1999
6.	Finalisation and printing of report	Jan	- Feb, 2000
7.	Academic assistance one JPF for 6 months @ Rs. 4400/-		Rs. 25,400/-
Total estimated expenditure			Rs. 89,400/-


Signature of the Head of the Department


18.11.98
Signature of the
Programme Coordinator

Programme No. 5

National Council of Educational Research and Training
Department of Education in Non-Formal and Alternative Schooling

1. Title of the Study : A Study of difficulties faced in teaching-learning of Hindi at Primary level NFE centres.
2. Duration of Study : 30 months (on going)
 - 2.1 Date of Commencement : April, 1998
 - 2.2 Target date/month: September, 2000 of completion
3. Name of the Principal: Dr. Indu Seth Investigator
4. Area of concern in which the project falls : NFE-Teaching of Hindi as a first language under Universalisation of Elementary Education.
5. Statement of Problems: During the visits to various NFE Centres in Delhi, it was found that children had difficulty in reading of Hindi which is taught as a first language. Needless to say that reading plays an important role in learning and comprehending a particular concept and in acquisition of knowledge. Therefore, it is important to study the difficulties faced by instructors in teaching Hindi as a first language and by children of NFE centres in learning Hindi so that remedial measures could be suggested.
6. Objectives of the Study : (i) To diagnose the difficulties faced by NFE Instructors in teaching (reading) Hindi as a first language.
(ii) To diagnose the difficulties faced by children of NFE Centres in learning (reading) Hindi as a first language.
7. Overview of the Study : Various studies have been conducted on difficulties faced by children in learning language. Anand V.S. (1985) studied spelling mistakes in the

writing of class V students. Diagnosis of defects in language abilities of children studying in standard IV was the study conducted by Desai K.G. 1986. Deshpande S.S., 1988 made comparative study of deprivation on language ability of children studying in Municipal Corporation schools in standard I. However, no studies on difficulties faced by NFE children in learning language have been conducted, though achievement studies have been conducted on selected NFE learners. This study will provide insight into the difficulties faced in teaching-learning (Reading) of Hindi as a first language and suggest remedial measures

8. Conceptual Framework : In education language teaching occupies important place as it is not only one of the teaching subjects but also the medium of instruction to learn other subjects as well. Often the inability to comprehend the text in other subjects acts as an impediment in understanding the concepts. It is, therefore, necessary to pay attention to the difficulties faced by children in learning language. Since the children who come to NFE Centres belong to disadvantaged group their verbal environment is highly restrictive (Bernstien 1977) hence, they face more difficulties in learning language. The problem is further complicated as their mother tongue is different than the first language taught in the school. Teaching-learning strategies are also affected since the instructors teaching in NFE Centres do not possess adequate language competence and lack training. The study would focus on both the aspects of the problem.

9. Research Questions/ Hypotheses : i) What are the difficulties faced by NFE children in learning Hindi
ii) What are the difficulties faced by instructors in teaching Hindi.

10. Educational Implications : The study will give feed back regarding the type of difficulties faced by the children and suggest remedial measures to over come these difficulties.

11. Design of the Study : Voluntary agencies running NFE centres in Delhi and Haryana (getting grant from MHRD) which form the sample of the study, have been contacted. Information regarding children and instructors has been obtained viz. number of centres run by them, number of children in each centre, qualifications, age of instructors etc. The Instructional materials used in the centres run by various agencies have been obtained. Test items for children to know the difficulties faced by them in learning (reading) Hindi are being prepared. A questionnaire to know the difficulties faced by instructors in teaching (reading) Hindi as a first language is being developed. Diagnostic tests for children and Questionnaire etc. for instructors would shortly be reviewed in a workshop. Then these tools (including interviews, observations etc) would be used to obtain necessary data. The data would be analysed and report prepared with suggestions for remedial measures.

12. Organisational Framework : The study would be conducted at NFE Centres of voluntary agencies getting grant from MHRD. Principal investigator will be assisted by two Junior Project Fellows for a period of one year in field work, collection and analysis of data.

13. Time budgeting

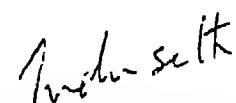
S. No.	Activities proposed to be organised	Duration	
		From	To
1.	Selection of Project Fellows	April - May, 1999	
2.	Analysis of data obtained from try out	May - June, 1999	
3.	Modifications of the tests on the basis of try out	July - August, 1999	
4.	Workshop for finalization of tests	September, 1999	
5.	Printing of tests and questionnaire	October - November, 99	
6.	Administration of tests and questionnaire	December, 1999 to February, 2000	
7.	Analysis of data	March - April, 2000	

Note: Activities will continue in the year 2000

14. Cost estimation

S. No.	Activity	Estimated expenditure
1.	Workshop for finalization of tests	Rs. 32,000/-
2.	Printing of tests and questionnaire etc.	Rs. 20,000/-
3.	Administration of tests and questionnaire	Rs. 20,000/-
4.	Budget for travel	Rs. 30,000/-
5.	Salary of 2 Junior Project Fellows for 12 months (Rs. 4400x2x12)	Rs. 105,600/-
Total expenditure for the year 1999-2000		Rs. 207,600/-


Signature of the Head of the Department


Signature of the Programme Coordinator

Programme No.6

1. Title of the study - Effectiveness of Non-Formal Education Programme (NFE) in Bihar, Haryana, Rajasthan and Uttar Pradesh.
2. Name of the Principal Investigator - Dr. (Mrs.) Shukla Bhattacharya, professor.
3. Area of concern in which the project falls - Primary Education/Non-Formal Education.
4. Statement of the problem - To achieve the goals of Universalization of Elementary Education (UOE), the Government of India had initiated a number of programmes/strategies from time to time yet the goal seems ever elusive. Non-Formal Education is viewed as an alternative strategy for reaching out to hitherto non-enrolled children and school dropouts to achieve the goal of UOE. This is a professed policy of the Government. To implement the programme of non-formal education in the country, the Government of India launched a 'Scheme of Non-Formal Education' in 1979. Under this scheme different States undertook the NFE programmes both in the Government Sector as well as through NGO's. National Policy on Education-1986 (Revised 1992) once again reiterated that "All necessary measures will be taken to ensure that quality of non-formal system is comparable with the formal education". The scheme has been evaluated from time by different agencies, however a holistic evaluation has not yet been undertaken to have an in-depth study.

In view of the above, a need was felt to study the ongoing NFE programmes in terms of their quality and effectiveness in the acquisition of minimum levels of learning (MLs) as envisaged for the primary stage. Another aspect of the study will be to

find out how many children from NFE Centre enter the formal schools after completing the non-formal education.

The study would seek to answer the equivalence and comparability of non-formal education with formal primary schools and help planners to devise/revise the scheme of NFE. The findings of the study will also be used for strengthening on-going the programme of non-formal education.

5. Objectives of the Study

- The objectives of the study will be as follows:
 1. To assess the role and functions of the state level agencies involved in planning, monitoring and implementing the non-formal education programmes vis-a-vis their expected role as envisaged in the 'Scheme of Non-Formal Education'.
 2. To identify the effectiveness of the NFE Programme in terms of -
 - (a) curriculum
 - (b) instructional materials
 - (c) Training of functionaries, etc.
 3. To study in detail the selected NFE Centres in terms of their programmes, including training of instructors; teaching learning materials used; transection processes; problem faced in effective implementation, etc.
 4. To identify the factors that help in good performance or otherwise of the selected NFE Centres.
 5. To find out the number of children who complete the primary level of NFE and join the main stream (formal) at the upper primary stage.
 6. To assess the level of achievement of children in Mathematics, language and Environmental Studies to ascertain the comparability and equivalence of NFE programme with formal primary level of education.

7. To identify factors/strategies which would help revise/review the present scheme of Non-Formal Education of Government of India.

5. Overviews of earlier Studies

- Though evaluation of NFE Programme at the State level were undertaken earlier these studies were mainly of survey of NFE programmes and their implementation. Some NGO's have also carried out evaluative studies, viz., Operational Research Group.

7. Conceptual Framework

- Non-Formal education as an alternative strategy for providing access of all children to primary/elementary education has an important place in achieving 'Education for All' by the year 2000 A.D. Though serious efforts have been made in this direction yet the question of parity, comparability and equivalence of Non-formal education is often seen sceptically. The modality and strategies envisaged to reach this goal, with the present infrastructure is a herculean task. In the past decade with severe limitation a large number of NGOs have been claiming to have provided non-entrant children and school dropouts a reasonable primary level education and have even helped these children to get to the main stream of formal schools. The strategies adopted for transaction of non-formal education is quite different considering the unequal input.

It is worthwhile to study such NGO/NFE Centres to find their strategies and success stories which can be a lesson for other agencies.

8. Research questions hypotheses

- The study would seek to answer following research questions:
- 1. To what extent the SCERTs, Directorate of NFE/As are responsible for planning implementation and monitoring of NFE Programme?
- 2. To what extent the above State level agencies are involved in developing the curriculum and instructional materials for NFE

children? How are these materials made available to the NFE centres?

3. What mechanisms are adopted in ensuring parity and equivalence between the formal primary school curriculum and NFE curriculum and instructional materials?
4. What roles does SCERT, Directorate of Non-Formal Education, play in the training of NFE functionaries working in Govt. and NGO sectors.
5. What type of monitoring mechanism is being adopted at the State level for Proper Implementation NFE Programme and also the mechanism of feed-back for making mid-term correction?
6. To what extent the selected NGOs are able to deliver the different aspects of the NFE Programme both academic and administrative? What are the problem faced and how are they resolved?
7. What is the level of achievement of children of the NFE centres in the areas of Language (Hindi), Mathematics and Environmental Studies.
8. How do NFE children compare in respect of attainment of pre-determined MLs in these areas so as to find out the parity between these children and that of the formal schools?

8. Educational Implication

- The report of the study would throw light on some of the fundamental issues of Non-Formal Education. These issues would relate to curriculum load; teaching-learning processes suitable for NFE children; parity/equivalence of achievement of NFE children; inputs for effective transaction of NFE Programme.
- The findings of the present study also provide guidelines for revising the 'Scheme of Non-Formal Education'. Some success stories that would emerge from the study would be disseminated for wider use.

10. Design of the study

- The study will be an Ex post Facto evaluative study. It will be based on four Hindi speaking states, viz., Bihar, Haryana, Rajasthan and Uttar Pradesh. In each state one district with low female literacy will be selected. Within the District 5 NGO's running NFE Centres and 10 Govt. run NFE Centres will be selected. From the each NGO, 10 NFE Centres will be randomly selected for in-depth study including administration of achievement test. In all there will be 100 NFE Centres, 100 instructors and approximately 2500 children will form the sample of the study in each state

(A) Tools for Data Collection :

The following tools for collection of data will be developed/adapted (if available).

(i) A Questionnaire for State Level Officer covering:

- (a) Policy about NFE scheme
- (b) Measures for implementation of scheme
- (c) Financial and other support
- (d) Academic and technical support
- (e) Infrastructure facilities
- (f) System for monitoring & evaluation.

(ii) A Questionnaire for instructors covering:

- (a) Background and academic competence
- (b) Infrastructural and instructional facilities
- (c) Children and their background
- (d) Reactions towards the NFE Programme
- (e) Difficulties and suggestions to overcome these

(iii) Achievement tests for children:

- (a) Language
- (b) Mathematics
- (c) Environmental Studies

(B) Procedure of Data Collection

- (i) The data will be collected personally by the trained investigators.

(C) Analysis of Data

(i) The data will be transcribed on input media and further processed on Computer.

(ii) The quantitative data will be subjected various parametric and non-parametric statistical analysis tests including multi-varite analysis. Qualitative data will also be processed to find out the effectiveness of the programme.

11. Organizational framework

- The SCERTs, SRCs, Directorate of NFE/As, DRUs, will be contacted for field visit and data collection. The Principal Investigator will be assisted by 4 JPFs for assistance in review of literature, field Work, administration of tests, collection and analysis of data.

12. Time Budgeting :

Phase I - April 1998 - March 1999 (Completed).

Phase II - April 1999 - March 2000.

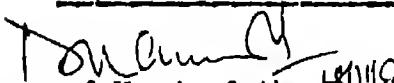
A. Checking and scrutiny of data	April-June 1999
B. Data entry and validation	July-Sept., 1999
C. Computer processing of data	Sept.-October, 1999
D. Preparation of draft report	November 1999-Jan. 2000
E. Review and finalisation of final report	Feb.-March, 2000

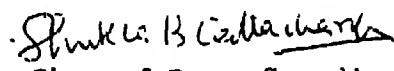
13. Cost Estimation :

Phase I - April 1998 - March 1999.

Phase II - April 1999 - March 2000.

1. Checking scrutiny of data (including Scoring of tests)	2,11,200/- (Four JPFs)
2. Data entry X Validation	(4400X12X4)
3. Computer processing of data	60,000/-
4. Preparation of draft report	Contingent expenditure
5. Review and preparation of final report	10,000/-
<u>Sub-Total of Phase II</u>	<u>Rs. 2,81,200/-</u>
<u>Grand Total</u>	<u>Rs. 2,81,200</u>


Sig. of Head of the Dept.


Sig. of Prog. Coordinator

Programme No.7

1. Name of the NCERT Constituent : Department of Education in Non-Formal & Alternative Schooling
2. Type of the Programme : Research Development and Training
3. Title of the Programme : Resource Support to States, VAs and Organisations working for Non-Formal Education and Alternative Schooling.
4. Duration of the Programme : Twelve Months
- 4.1 Likely date/month of commencement : April 1999
- 4.2 Target date/month of completion : March 2000
5. Need and Justification : Request come from various organisations for capacity building, guiding and advising the organisation in implementing the NFE and AS Programme, NFE PROJECT SCHEME AND EXPERIMENTAL AND INNOVATIVE SCHEME IN MHD, AND EVALUATION, IC
6. Specific Objectives : To organise visits (in the State, inter-states to study the successes in the area of non-formal and alternative schooling).
To commission resources for accelerating the NFE and AS work as per need and demand from organisations.
To provide academic guidance to states and VAs by participation in their programmes.
To facilitate the work of JET, PSA and innovative schemes as per the demand of MHD.
7. Stage of Education to which the Programme is meant : Elementary Education
8. Beneficiaries : NFE & AS Faculty Members of States and VAs
9. Budget : Rs.3,00,000/-

10. Personnel involved

Coordinator of the Programme : Head, DENFAS

Other Faculty Members involved : All faculty members

(N.K. Ambasht)
Signature of the
Project Coordinator

(N.K. Ambasht)
Signature of the
Head of the Department

Programme No. 8

Name of the MCBT Constituent : Development of Education in Non-formal & Alternative Schooling.

Type of the Programme : Training

Research/Development/Training
Survey/Evaluation/Extension
any other (Please specify)

Title of the Programme : Resource Development in Voluntary Agencies setting grant from MHRD

Duration of the Programme : 12 months

4.1 Likely date/month of Commencement : April, 1999

4.2 Target date/month of completion : March, 2000

Need and Justification :

The Ministry of Human Resource Development (MHRD) implements NFE Project Scheme and Innovative and Experimental Programme Scheme to achieve UEE. To achieve the goal of UEE, the Department has to develop Resources in the States and VAs to implement Alternative Schooling and NFE. The Department has to orient Voluntary Organisations getting grant from Ministry of Human Resource Development - Government of India implementing NFE Project in all key areas including material development, methodology for training and evaluation, MLLs and equivalence tests and to provide guidance in certification, future options for students.

The Grant in Aid Committee of MHRD has also requested that VAs be also trained to monitor their programmes.

Details of the Programme :

6.1. Specific Objectives

- Providing forum for sharing of experiences amongst NFE functionaries from Governmental and Non-government Agencies
- identification of Academic and Administrative difficulties in running centrally sponsored NFE Scheme;
- Training/Orientation of Senior functionaries in all aspects of Alternative Schooling including NFE Scheme;
- Providing consultancy to States and Voluntary Agencies;
- Evaluation of the Orientation Programme- Impact Assessment.

6.2 Methodology :

State wise and regionwise four training programme will be Organised in each year with the help of Resource Persons oriented by NCERT and officers of Department of Education MHRD Government of India.

7. Stage of Education to which : Elementary stage the Programme is meant

8. Beneficiaries :

Students/Teachers/Teacher Educators/Principals/ Educational Planners and Administrators, any other (Please specify) : Teacher Educators, Educational Administrators, Senior NFE functionaries of VAs and States.

9. Collaborating Agencies, if any

(a) Outside Agency : MHRD
(b) NCERT Constituents

10. Phasing of the Programme with precise information on activities in each quarter involving expenditure or otherwise, (The phasing should inter alia clearly the methodology to be followed)

S.No.	Activities Proposed to be organised	Duration from	Estimated Expenditure	Remarks if any
1.	Identification of the persons to be trained analysis of the information collected from MHRD.	April - May, 1999	-	Departmental work.
2.	(a) One Orientation Programme (Data for evaluation of the Programme-Collection)	June, 1999		
	(b) One Orientation Programme (Data for evaluation of the Programme-Collection)	Nov. 1999	Rs. 1,40,000/-	
	(c) One Orientation Programme (Data for the evaluation of the Programme-Collection)	Oct. 1999- Jan. 2000	Rs. 1,40,000/-	
3.	Consolidation of the feed back received and printing of report	March, 2000	Rs. 35,000/-	
4.	Academic Assistance - JPF Salary TA		Rs. 26,400/- Rs. 8,600/-	
	Total :		Rs. 3,50,000/-	

11. Expected publication or any other outcome : Reports of the training programmes with the training content and the names of the oriented NFE functionaries will be brought out and circulated to States and VAs.

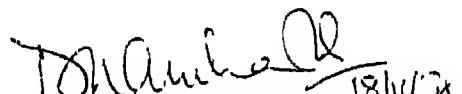
12. Plan for utilisation and dissemination of the end product(s).

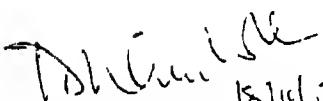
Adaptation/Adoption of Orientation training strategies and experiences by the participating Agencies in running centrally sponsored NFE Scheme and Alternative Schooling.

13. Name and designation of the : Head of the Department. Work programme Coordinator will be assigned to faculty members as per the need of the programme

13.1 Name(s) and designation : (s) of other faculty member(s) involved.

1. Dr. Shukla Bhattacharya, Professor
2. Dr. Indu Seth, Reader
3. Dr. S.R. Arora, Reader
4. Shri Ishwar Chandra, Lecturer in Selection Grade
5. Dr. Pushpa Maldal, Lecturer


18/11/93
Signature of the Programme Co-ordinator


18/11/93
Signature of the Head of the Department

Programme No. 9

1. Name of the NCEaT Constituent : Department of Education in Non-Formal & Alternative Schooling
2. Type of the Programme/research Development/Training/Survey/Evaluation/Extension any other (please specify) : Training
3. Title of the Programme : Training of NFE Faculty members of SCERTs/SRCs and key persons in Non-Formal Education and Alternative Schooling
4. Duration of the programme : Twelve Months
- 4.1 Likely date/month of commencement : April 1999
- 4.2 Target date/month of completion : March 2000

5. Need and Justification

SCERTs/SRCs are the nodal agencies at the State level which are responsible for providing academic and technical support to NFE & AS functionaries at different levels. During recent times a number of developments have taken place in the area of Elementary Education, specially in NFE & AS. The NFE Scheme has been revised and the SCERTs have been assigned special roles in overseeing the programme and activities of DIETs and DRUs (District Resource Units) both at the Government and NGO levels. Moreover, under the programmes of District Primary Education, area level micro-planning programmes have been introduced in fourteen States. Under DPEP the NFE & AS has to play a significant role. In the entire context, SCERTs/SRCs have to serve as a State level Resource Centre for NFE & AS.

At the State level there have been frequent changes in position of officers due to transfer. New persons join the SCERTs/SRCs.

The DENFAS as a National Resource Centre has the responsibility of empowering the State level nodal agencies with the latest trend in NFE & AS to cope with emerging demands on them.

6. Details of the Programme

- 6.1 Specific objectives : The specific objectives are to :
 - (i) To identify the SCERT/SRC faculty in position responsible for NFE.
 - (ii) Share experiences about the developments in NFE & AS in the State under Government and NGOs.

(iii) acquaint the NFE faculty members of SCERTs/SRCs with the latest context within which NFE & AS have to operate during IXth Five Year Plan

(iv) Equip the faculty members with the decentralised management's skills necessary for effective implementation of NFE & AS components under DPEP and Panchayati Raj System.

(v) Prepare Action Plan in NFE & AS for the State, based on micro planning at the village cluster, block and district levels.

(vi) Organise Orientation Courses for State Key Resource Persons at the demand of States.

2 Methodology :

- (1) Carrying out small and brief Status Studies on what remains to be done regarding the training of NFE functionaries
- Identification of persons to be oriented through mailed Questionnaire.
- (2) Collection of status of NFE/AS Training in respective States.
- (3) Review of reports and identification of issues concerning implementation of NFE & AS programme in the State.
- (4) Preparation of need based training package for the training of NFE & AS faculty members on the basis of analysis of demands and brief status study.
- (5) Organising training programme
- (6) Preparation of report.
- (7) Dissemination of report and follow-up action with specific States.

• State of Education to which the ; Elementary Education programme is meant

• Beneficiaries : NFE & AS faculty members of SCERTs/SRCs

• Collaborating Agencies, if any

- (a) Outside Agency - State Government
- (b) NCERT Constituents - None

0. Phasing of the Programme with precise information on activities in each quarter involving expenditure or otherwise. (The phasing should inter alia clearly indicate the methodology to be followed).

S.No.	Activities proposed to be organised	Duration From 2 3	Estimated expenditure 4	Remarks if any 5
1.	Identification of person to be trained. Carrying out small and brief Status Study and Collection of write-up from various SCERT/ SRCs regarding status NFE programme of the State.			
2.	Review of reports and identification of issues concerning implementation of NFE Programme in the State.	April, May, & June 1999		Input from Status Study & SCERTs programme No.1
3.	Preparation of need based trg. package for the training of NFE faculty members on the basis of analysis of State reports.			
4.	Holding of training programme			
4a.	Holding of training programme for SCERTs of North Zone	July 1999	Budget Break up TA for 40 = Rs.1,00,000/- DA for 40 = Rs. 21,000/- (105x40x5) Contingency = Rs. 10,000/-	
			Total	Rs.1,31,000/-
4b.	Holding of training programme for SCERTs of North Zone	Jan., 2000	Budget Break up TA for 40 = Rs.1,00,000/- DA for 40 = Rs. 21,000/- (40x105x5) Contingency = 10,000/-	
			Total	Rs.1,31,000/-
4c.	Holding Training Programme for key persons 100 persons other than SCERTs (3courses) Regional basis.			
	May 1999 September 1999 February 2000		Rs.1,50,000/-	
5.	Printing of Reports		Rs. 38,000/-	
	Grand Total of Estimated Expenditure for all activities.		Rs.4,50,000/-	

5. Expected Publication : Reports on the Training Programme for SCERTs/SRCs Faculty members and key persons.

6. Plans for utilisation and dissemination of each product. : (i) Circulation of Report to the concerned SCERTs/SRCs. .
(ii) Helping the SCERTs/SRCs in the development of State Action Plans with special focus on specific need areas.
(iii) Re-examination of departments planned programme and modification of activities as per specific needs of regions and States.

7. Personnel Involved

7.1 Name and Designation of the Programme Coordinator. : Head, DENFAS

7.2 Name and Designation of other faculty members involved : Work will be assigned to faculty members as per the need of the programme.

1. Dr. Shukla Bhattacharya, Professor
2. Dr. Indu Seth, Reader
3. Dr. S.R. Arora, Reader
4. Dr. M. War Chandy, Lecturer in Selection Grade
5. Dr. Pusmpa Mandal, Lecturer

Signature of the
Project Coordinator

Signature of the
Head of the Department

